

**INVESTIGATING PRAGMATICS OF APOLOGY
STRATEGY: A CASE STUDY OF THE SIXTH
SEMESTER ENGLISH EDUCATION STUDENTS
AT INSTITUT PENDIDIKAN TAPANULI
SELATAN PADANGSIDIMPUAN**

THESIS

Submitted to Fulfill One of the Requirements for the Award
of Education Magister (M.Pd) at Islamic Education Concentration
on English Education Department



BY:

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**THE POST-GRADUATE PROGRAM
OF STATE ISLAMIC UNIVERSITY
SULTAN SYARIF KASIM RIAU
1440 H/ 2019 M**



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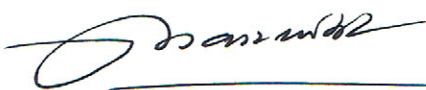
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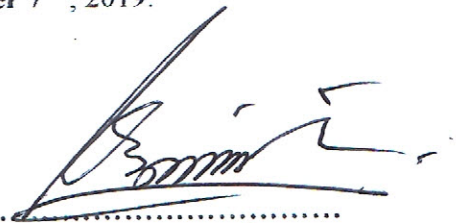
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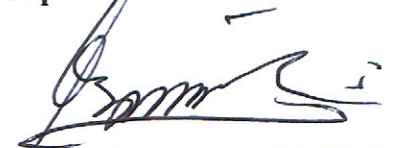
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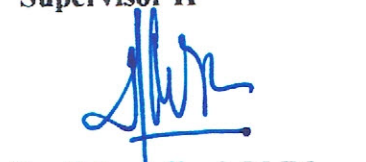
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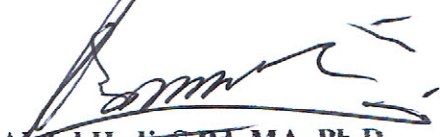
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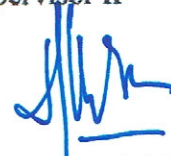
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Stated that the thesis I have written entitled "Investigating Pragmatic of Apology Strategy: A Case Study of the Sixth Semester English Education Students at Institut Pendidikan Tapanuli Selatan Padangsidempuan", to meet requirements for a Master Degree at the Postgraduate Program UIN Suska Riau is my own work, whereas the materials in the thesis quoted from other sources have been clearly stated based on the norms and ethnics of scientific writing.

If later discovered, however, that all or some parts of the thesis are not my own work or I have committed plagiarism, I take the consequences my degree is removed as well as taking other sanctions according to the existing law.

Pekanbaru, August 27th, 2019

Writer



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ACKNOWLEDGMENTS

Bismillahi, Assalamu'alaikum Warahmatullaahi Wabarakaatuh...

First of all, I would like to say Alhamdulillahirabbil `aalamiin to Allah SWT for His blessing by which I finally could complete writing this thesis entitled *Investigating Pragmatics of Apology Strategy: A Case Study of the Sixth Semester English Education Students at Institut Pendidikan Tapanuli Selatan Padangsidimpuan*. Furthermore, *Shalawat* and *Salam* is addressed to the Prophet Muhammad (peace be up on him) for all his guidance and direction to the right path.

This thesis is intended to fulfill one of the requirements for the award of Master degree in English Language Education, Postgraduate Program, UIN SUSKA Riau. In writing this thesis, the writer faced many obstacles. However, I could pass all of them because I received a lot of guidance during the supervision of writing the thesis. Therefore, I would like to express my gratitude and thanks to the following persons:

1. Abdul Hadi, S.Pd., MA, Ph.D, my first supervisor and Dr. Sukma Erni, M.Pd, my second supervisor for their guidance, time, comments and supports in finishing this thesis.
2. Head of Islamic Education Study Program, Director of Postgraduate Program and all of the lecturers of English Education Postgraduate Program who have given me great contributions in finishing my study.
3. My great thanks also go to my beloved parents, Drs. H. Sakban Siregar and Dra. Hj. Bayani Harahap, and my sisters, Rahmi Wahidah Siregar S.Pd, M.Si, Ramlah Zakiyah Siregar S.E, Alifia Nahda S. Simatupang, as well as my brothers, Rifai Ahmad Mubarak Siregar and Toga Tahi Bonar Simatupang N.S, S.Kep for their prayers and endless support.

4. I also thank various parties at Postgraduate Program, UIN Suska Riau and my colleagues for their continuous support so that I could finally finish writing this research report.

Finally, I realize that there might be weakness and limitations in this research; therefore, constructive critiques and valuable suggestions are very welcomed. I hope that this thesis could be useful for the development of education, especially for English Education Program of UIN SUSKA Riau. Thank you.

Pekanbaru, October 21th, 2019

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ABSTRACT

Rafika Sa`adah Siregar (2019): *Investigating Pragmatics of Apology Strategy: A Case Study of the Sixth Semester English Education Students at Institut Pendidikan Tapanuli Selatan Padangsidimpuan*

This research was aimed to find out the kinds of apology strategies used by English Education Students at IPTS Padangsidimpuan and the reasons for using them. The research was a single case study in the form of descriptive qualitative research. The data were taken from DCT (Discourse Completion Test) and interview. The test covered situations about violations in daily life. The research participants were sixth semester English Education Students at IPTS (Institut Pendidikan Tapanuli Selatan) who had taken up Pragmatics course consisting of 2 classes, Class A and Class B. The research participants were 9 students selected using purposive sampling technique. From the results of data analysis, 4 situations were given to the participants, and it was known that 4 strategies were used by students; namely, indirect apologies/acknowledgments of responsibilities, explanations or accounts, direct expressions of apologies and promises of forbearance with various sub categories. The finding of the study showed that the most often strategy used by the students was indirect apologies/ acknowledgments of responsibility.

Keywords: Pragmatics, Speech Act, Apology, Apology Strategy.

ABSTRAK

Rafika Sa`adah Siregar (2019): *Investigasi Pragmatik Dalam Strategi Permintaan Maaf: Studi Kasus Siswa Pendidikan Bahasa Inggris Semester Keenam di Institut Pendidikan Tapanuli Selatan Padangsidimpuan*

Penelitian deskriptif ini dilakukan bertujuan untuk mengetahui jenis strategi permintaan maaf yang digunakan oleh siswa pendidikan bahasa Inggris di IPTS Padangsidimpuan dan alasan penggunaannya. Penelitian ini adalah studi kasus tunggal, yaitu penelitian kualitatif deskriptif yang artinya penelitian kualitatif telah menggambarkan kualitas. Data diambil menggunakan DCT (tes penyelesaian wacana). Tes ini mencakup situasi tentang pelanggaran dalam kehidupan sehari-hari. Partisipan penelitian adalah mahasiswa pendidikan bahasa Inggris semester enam di IPTS (Institut Pendidikan Tapanuli Selatan) yang telah lulus dalam kursus Pragmatik. Mereka terdiri dari 2 kelas; A dan B, dan dengan menggunakan teknik purposive sampling, 9 orang dipilih sebagai peserta. Dari hasil analisis data, sebanyak 4 situasi diberikan kepada peserta, diketahui bahwa ada 4 strategi yang digunakan oleh siswa yaitu; Permintaan maaf/ pengakuan tidak langsung atas tanggung jawab, penjelasan atau akun, ekspresi langsung dari permintaan maaf dan janji-janji pengabaian dengan berbagai sub kategori. dan untuk alasan masing-masing. Dari penggunaan strategi oleh siswa. Strategi yang paling sering digunakan adalah permintaan maaf tidak langsung/ pengakuan tanggung jawab.

Kata kunci: Pragmatik, Tindak Tutur, Permintaan Maaf, Strategi Permintaan Maaf.

ملخص

رفيكا سعادة سريجار (2019): التحقيق التداولي في إستراتيجية الاعتذار: دراسة حالة لطلاب قسم تعليم اللغة الإنجليزية في الفصل السادس بمؤسسة التربية تابانولي الجنوبية بادانجسيديمبوان.

تم إجراء هذا البحث الوصفي بهدف اكتشاف أنواع استراتيجيات الاعتذار التي يستخدمها طلاب قسم تعليم اللغة الإنجليزية في مؤسسة التربية تابانولي الجنوبية بادانجسيديمبوان وأسباب استخدامها. هذه الدراسة دراسة حالة واحدة، وهي البحث الكيفي الوصفي مما يعني أن البحث الكيفي قد وصف الجودة. وقد تم جمع البيانات باستخدام DCT (اختبار تسوية الخطاب) والمقابلات. يحتوى الاختبار على المواقف المتعلقة بالانتهاكات في الحياة اليومية. المشاركون في هذا البحث هم طلاب قسم تعليم اللغة الإنجليزية في الفصل السادس في IPTS (مؤسسة التربية تابانولي الجنوبية) الذين تخرجوا في مادة الدراسة التداولية. وهي تتكون من صفتين: أ و ب، باستخدام تقنية أخذ العينة الهادفة، تم اختيار المشاركين إلى 2 طلاب. ومن نتائج تحليل البيانات، هناك 9 مواقف معينة للمشاركين، من العلم أن هناك 4 استراتيجيات يستخدمها الطلاب وهي: وعد الصبر، والاعتذار غير المباشر/الاعتراف بالمسؤولية، وعرض للتحسين، وتفسير أو حساب والاعتذار المباشر/ التعبير عن الاعتذار مع مختلف الفئات الفرعية وأسباب كل واحد منهم. ومن بين الإستراتيجيات التي يستخدمها الطلاب، فإن الإستراتيجية استخدمها الطلاب كثيرا هي الاعتذار غير المباشر / الاعتراف بالمسؤولية أربع مرات في المواقف.

الكلمات الأساسية: التداولية، أفعال الكلام، الاعتذار، إستراتيجية الاعتذار.

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The term pragmatics is not new for most people in the globe as it is frequently used in everyday communication among people. The use of pragmatics can be various either in spoken or in written language. Misunderstanding might happen if the listener in a conversation, for example, is unable to interpret what the speaker is saying or unable to understand the meaning of utterances.

In 1970s, the term pragmatics was developed as a sub-field of linguistics. It concerns the speaker's intended meaning and the listener's interpretation of that meaning. Pragmatics is the study of communicative action in its sociocultural context (Kasper, 2001, p. 2-3). Pragmatics consists of two main components; namely, pragmalinguistics and sociopragmatics. Pragmalinguistics is concerned with the appropriateness of form, and the sociopragmatics is concerned with the appropriateness of meaning in social context (Leech, 1983, p.10). Pragmatics competence refers to the knowledge of the speaker's language and the use of appropriateness and politeness rules by which the speaker formulates and understands speech acts.

Speech acts such as apologies, complaints, compliments, rejections, requests, and suggestions are considered as one of key interest areas for linguistics pragmatics.

In linguistics, understanding how listeners interpret speakers is pragmatic study. According to Yule (1996, p.3) pragmatics "relates to the study of meaning as communicated by the speaker (or writer) and interpreted by the listener (or a reader)". Meanwhile, Leech (1975, p.6). It is believed that pragmatism is "the goal of linguistics, as the study of meaning in relation to the situation of speech". Mey (1993, p.6) also defines pragmatic study as "the use of language in human communication, as determined by society". Therefore, pragmatics is understanding the meaning of human communication between the listener (reader) and the speaker (writer).

Everyone does various activities every day. One of them is communicating. They communicate to build good relationships with others. Vallence and McWilliam (in Dimmick, 1995, p.21) state that communication is the basis of all interpersonal relationships: through communication we reach some understanding of each other, learn to like, influence and trust one another, start and end relationships, and learn about ourselves and how others see us.

The way people communicate really affects their relationships with others. There is no doubt that communication will not work well without any media. One means of communication is language which is the most reliable way of communicating. Language can be used to carry out a number of actions, which are called speech acts. Actions of speech are actually phrases and words used to perform functions such as request, rejection, compliment, greetings, thanking, and apology.

Michael Clyne (1991, p.3-4) claims that language is the most important media of human communication. He also defines that language is a tool to display an action. For example, language is sufficient for actions such as complaints, promises and threats that must be taken. Language is very important to express how people feel and what people think. When someone communicates with others, s/he can measure the success of his communication from the response s/he gets. Communication works, when the speaker realizes what he is doing with the language and the listener is able to recognize the intended meaning. Actually when someone says something to someone else, he not only does a certain goal but also does the action. That is the realization of certain social communications called speech acts.

Austin (1962) states that speech acts are functions performed with words such as apologies and invitations. Meanwhile, Crystal (2011) believes that speech acts can be carried out using different language constituents including phrases, words or sentences. Even more important is that language learners must know the correct form of words. In addition, they need to know why, when and how to use the right words. In addition, speech acts are carried out in daily interactions. Knowledge of language together with the proper use of language in a culture is needed to be known by speakers to prevent problems in communication (Cohen & Olshtain, 1981).

Communicating means expressing certain behaviors, and the type of speech act performed in accordance with the type of behavior expressed. For example, apologies express regret. Apology is very important because it can guide us to

understand the daily communication of individuals (Alfattah, 2010). Apologizing requires action to regulate matters between the apologizer and the recipient of the apology and understand the apologizers' reactions. Facial reactions are also important in apologizing for showing support or being threatened. This can be a fact that motivates someone to submit an apology. Speaker needs, power relations, and social distance are related to the use of apologies (Wouk, 2006).

An in-depth analysis of the phenomenon of apology is needed because anyone can make mistakes in communication. Such mistakes can damage the relationship between the speaker and the listener. To maintain a harmonious relationship, making mistakes must be followed by making an apology. Olshtain and Cohen (in Wolfson & Judd, 1983, p.20) explain that the act of apology occurs when the behavior has violated social norms and that it requires actions or remarks intended to "regulate rights". Leech, furthermore, defines that the social purpose of apologizing is to restore the balance between speaker and listener (1983, p.125).

The way people apologize to others is unique and each person has a different way of making an apology. In apologizing, one must use several strategies to make an effective apology. Apology strategies that usually occur in real-life conversation also exist in various forms of communication. Through communication humans can meet the needs they need as social creatures.

Apology is an important and essential social action. This is in the interest of relationships between participants. To apologize means to ask politely, both in the local language and in a more technical sense by paying attention to the needs of the intended face. Apology is a fundamental act of speech that is part of human communication that occurs in every culture for good relations between the interlocutors (Brown and Levinson, 1987: Olshtain, & Cohen, 1983). In short, a compilation of apologies, there are four promises that must be made. First, the speaker believes that the action has been taken. Second, the speaker believes that the action offends the listener to a certain extent. Third, the speaker believes that he has responsibility in actions that offend the listener. The last is the speaker's regret to some degree.

There are a lot of English students who do not study English in broad sense. In communicating using the target language, they only focus on grammatical competence, on how to be able to communicate in English grammatically without considering any other aspects such as situation and context, and social and culture background. In this case, the communication in grammatically correct is not enough, but also should be appropriate and natural according to situation, context, and socio culture. Discussing apology speech act realization in inter-language pragmatics is able to facilitate the students to learn cross cultural understanding and cultural norms in English context, such as how English native speakers perform apology in various

contexts and situations that can help them to be able to communicate in English appropriately and naturally.

A large number of such situations can occur in society in connection with other speech acts such as apologies. However, in the context of learning English, language education students of the sixth semester at Institut Pendidikan Tapanuli Selatan Padangsidimpuan, the main focus is learning about language rather than learning how to use language. Thus, teaching grammar in language classes, language learners must be very aware of how to use language in different contexts and situations. On the other hand, using speech acts occurs in the community.

Law Number 14 of 2005 concerning Teachers and Lecturers, Article 10 paragraph (1) states that "Teacher competence is approved in Article 8; namely, pedagogical competence, personal competence, professional competence, and social competence obtained through professional education". Therefore, based on the subject in this research, students who will later become educators certainly need this aspect of competence. In conjunction, the purpose of this study will greatly affect one of the competences of teachers in teaching and using strategies that are appropriate in the context of apologies in life and will be able to answer the questions in this research. Thus this research was aimed to investigate the strategies of apology used by English education students entitled *"Investigating Pragmatics of Apology Strategy: A Case Study of the Sixth Semester English Education Students at Institut Pendidikan Tapanuli Selatan Padangsidimpuan"*.

1.2 Statement of the Problem

Based on the title and background above, it can be stated that humans are very complex communicators. Perhaps one of the clearest manifestations of the complex and complex nature of human communication is the fact that speakers often intend to convey more than the words they say and the listener succeeds beyond what the speaker says to get the intended interpretation of those words. In communicating, speakers are expected to adapt the words they use to the situations in which they speak. Holmes states that polite people make others feel comfortable (1992, p.296).

However, in the context of learning and student experience in English education of the sixth semester at the Tapanuli Selatan Institute of Education the main focus is learning about language rather than learning how to use language. So they do not know how to restore comfort in communicating or connecting. Therefore, the effect on students' English education in using apology strategies in daily life is appropriate to the situation and context (initial observation is August 21, 2019). In addition to teaching grammar and lexis in language classes, language learners must be very aware of how to use language in different contexts and situations, because the process of using an apology strategy or an act of speech takes place in the community.

In the previous research section related to the theme under study there is a connection, both in theory and tools to collect and analyze data. But, in previous

studies, most of them still discussed apology strategies in movies and speeches, while direct research with the subject of students has not been studied. Therefore, researchers are interested in examining the theme of their apology strategies by maintaining harmonious relationships in life. Previous studies have also focused more on participants who use L1 and most are still abroad who study like this. Meanwhile, participants who use L2 are still few, especially on campus. Therefore, researchers want to examine directly to L2 participants about what apology strategies (response) are and why they are used / described such strategies.

1.3 Delimitation of the Problem

Apology is used to express regret for having offending and making an inconvenient thing to someone which can damage a relationship. In the study of pragmatics, the scope includes: deixis, presupposition, speech act, conversational implications. Because of the limited time and resources of the researcher, this study only focused on the study of a speech act; namely, apology. Thus deixis, presupposition, conversational implications are not investigated in this study.

1.4 Research Questions

In conjunction with the delimitation of the problem, research questions in this study are formulated as follows:

1. What are the apology strategies used by the students at Institut Pendidikan Tapanuli Selatan Padangsidempuan?
2. Why do they use the strategies?

1.5 Objectives of the Study

In reference to the above research questions, the research objectives in this study are presented as follows:

1. To describe the apology strategies used by the English students at Institut Pendidikan Tapanuli Selatan Padang Sidempuan,
2. To describe the reasons why the students use apology strategies?

1.6 Significance of the Study

This research is expected to give invaluable contributions in the field of education, especially for the study of speech acts. This study aimed to increase knowledge about speech acts, especially in apologizing and making readers realize that speech acts are important and we can apply an apology strategy in daily conversations. This research can also be a reference for English Department students who want to learn and analyze speech acts related to apologies. This research tries to help them to gain further understanding in expressive speech act studies, and politeness especially regarding apologies.

1.7 Rationale of the Study

Communication is the act or process of using words, sounds, signs, or behaviors to express or exchange information or to express ideas, thoughts, feelings to someone else. To express the information the speaker has to understand the words that will be uttered which is concerned with pragmatics.

Brown and Levinson, 1987 states an apology is primarily and essentially a social act. It is aimed at maintaining good relationships among participants. To apologize is to act politely, both in vernacular sense and in more technical sense of paying attention to the addressee's face needs. Apology means that someone acknowledges their mistakes and asks that the person being hurt must let go of what has happened in the sense that it is not extended. In order to renew an apology, it can be done verbally but agreed both verbally and mentally and everything must be forgiven. Apologizing encourages someone to approve and accept others as human beings and put forward a caring attitude because it concerns that person and the reaction is represented by apologizing.

In teaching English in class, students have discussions among them and in the community they perform conversations and actions, such as a compilation teacher greeting students, giving teachings, and others. No doubt they may make mistakes. We must interpret the apologies made and do not related them to what happened in the past. Apologizing must be made sincerely from the bottom of heart because asking will apologize or apologize or just be ignored. So, we need to talk about

speech acts (apologies). The object of this research was English Education Students who had learned about pragmatics.

1.8 Definition of Key Terms

To avoid misunderstand and misinterpretation to happen, the key terms used in this study are defined.

1.8.1 Pragmatics

Stephen C. Levinson, 1983 states pragmatics is the study of those relations between language and context that are grammaticalized, or encoded in the structure of a language.

1.8.2 Speech Act

Yule states the term speech act covers action, such as “requesting”, “commanding”, “questioning”, and ”informing“.”(Yule, 1996, p.132).

1.8.3 Apology

Brown and Levinson, 1987 states an apology is primarily a social act. It is aimed at maintaining good relationships between participants. To apologize is to act politely, both in vernacular sense and in more technical sense of paying attention to the addressee’s face needs.

1.8.4 Apology Strategy

Trosborg (1994) defines an apology Strategy is the way to ask for forgiveness after we do something wrong. It may come in the form of rejection, minimizing the degree of offense, expression of apology, acknowledgement of responsibility, explanation or account, offer or repair, promise and forbearance, and expressing concern for hearer.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature that discusses the focus of the study dealing with pragmatics, speech acts, apology, apology strategies, speech act of apology, English teachers' competence on apology strategies and assessing second language pragmatics of apology. The chapter ends with the review of previous studies and presentation of framework for investigating apology strategies. More details on the literature review are given as in the following:

2.1 The Concept of Pragmatics

Pragmatics is a field of linguistic inquiry initiated in the 1930s by Morris Carnap. We always find pragmatics in our daily lives consciously or unconsciously. In communication process we have to know how to use language when listening, reading, speak and writing. We need to consider what kind of knowledge a person has to have and use in particular act when communicating.

2.1.1 The Nature of Pragmatics

A speaker or the writer must be able to depend on a lot of shared assumptions and expectations. Pragmatics concern with people's assumptions, people purposes or goals, and the types of actions (such as request, offer, apologize, etcetera) that they are performing when they are speaking.

“Pragmatics is a branch of linguistic study which focuses on the meaning of utterances. Pragmatics concerns with the meaning of utterance, in which the meaning depends on the situation where the utterance occurs”. (Leech in Trosborg, 1994, p.6).

Based on definition above, it can be concluded that pragmatics is the study of language or the meaning of utterances in which the meaning is influenced by the context. In the context of pragmatics, the communication that occurs between a speaker and a listener should involve and require good interpretation based on context and situation before and after making the communication. Pragmatics study involves apology as one of the focuses of its study as a type of action in communication. Apology's utterance has various meanings depending on the context and situation. Therefore, analyzing apology strategies requires understanding pragmatics as part of the study.

2.1.2 The Domain of Pragmatics

Pragmatics as a branch of linguistics has many scopes, i.e implicature, presupposition, reference, deixis, definiteness and indefiniteness and speech act (Horn, 2006). Since this research belongs to the pragmatics study, this scope will be presented in more detail.

2.1.2.1 Implicature

According to Laurence R. Horn (2006), implicature is a component of speaker's meaning that constitutes an aspect of what is meant in a speaker's utterance without being part of what is said. In conversation, there will be a lot of implied messages delivered by the speakers. The hearers must understand the context of the conversation to get the meaning of the implied messages. The implied messages are often referred to implicature. According to Grice (1975) Implicature is what speaker can imply, suggest, or mean as distinct from what they literally say. In other words, implicature is an implied message that is based in the interpretation of the language use and its context.

2.1.2.2 Presupposition

Frege (1892, p. 71) wrote “ the sense of the sentence “after Schleswig-Holstein was separated from Denmark. Prussia and Austria quarreled” can also be rendered in the form “after the separation of Schleswig-Holstein from Denmark. Prussia and Austria quarreled”. In this version it is surely sufficiently clear that sense is not to be taken as having as a part the thought that Schleswig-Holstein was once separated from Denmark, but that this is the necessary presupposition in order for the expression “after the separation of Schleswig-Holstein from Denmark” you have a reference at all.

With regard to presupposition, Yule (1996) states that it is something the speaker assumes to be the case before producing utterances. Moreover, he says that presupposition deals with the relationship between two propositions, for instance, the utterance “Mary’s dog is cute” means that Mary has a dog. He categorizes presupposition into seven. They consist of potential presupposition, potential presupposition, factive presupposition, lexical presupposition, structural presupposition, non-factive presupposition and counterfactual presupposition.

2.1.2.3 Reference

In a paper evaluating animal communication system, Hockett and Altmann (1968, p. 63) presented a list of what they found to be the distinctive characteristics which, collectively, define what it is to be a human language. Among the characteristics is the phenomenon of “aboutness”, that is in using a human language we talk about things that are external to ourselves. This not only includes things that we find in our immediate environment, but also things they are placed in time and space. For example, at this moment we can just as easily talk about Tahiti or the planet pluto, neither of which are in our immediate environment nor ever have been as we can about this telephone we or the computer we are using at this moment.

2.1.2.4 Deixis

One of the ways to resolve the relationship between language and context is utilizing the phenomenon of deixis. According to Levinson (1983) deixis deals with the way in which a language encodes or grammaticalizes features of the context of utterance of a speech event. With regard to this, deixis also concern with ways in which the interpretation of utterances depends on the context of those utterances.

One of the ways to resolve the relationship between language and context is utilizing the phenomenon of deixis. According to Levinson (1983) deixis deals with the way in which a language encodes or grammaticalizes features of the contexts of utterance of a speech event. With regard to this, deixis also concerns the ways in which the interpretation of utterances depends on the analysis of those utterances.

2.1.2.5 Definiteness and Indefiniteness

The prototypes of definiteness and indefiniteness in English are the definite article “the” and the indefinite article “a”, “an” and singular noun phrases (NPs) determined by them. That being the case, it is not to be predicted that the concept whatever their content will extend satisfactorily to other determiners or NP types. However, it has become standard to extend these notions of the two categories

definites have received rather more attention and more than one researcher has characterized the category of definite NPs by enumerating NP types. Westerstahl (1985) who was concerned only with determiners. In the paper cited gave a very short list: demonstrative NPs, possessive NPs and definite descriptions. Prince (1992) listed proper names and personal pronouns, as well as NPs with “the” as a demonstrative or a possessive NP as determiner. She noted in addition that certain quantifiers (e.g. all, every) have been argued to be definite (Prince, 1992, p. 299). That list, with the quantifiers added, agrees with that given by Birner and Ward (1998, p. 114). Ariel (1988, 1990) added null anaphoric NPs.

2.1.2.6 Speech Act

Yule (1996, p. 47) views that speech act is an action performed by the use of an utterance to communicate. Speech act is conducted through three steps, locutionary act, illocutionary act, and perlocutionary act. Illocutionary act is the making of a statement to offer, promise, decide, forbid, forgive, etc.; where in uttering sentences by virtue of the conventional force associated with it or with its explicit performative paraphrase (Yule, 1996, p. 48).

2.1.3 Pragmatics and Language Teacher Education

Much of the research regarding the relationship between pragmatics and language teacher education (LTE henceforth) investigated the need for informing the language teacher about the necessary inclusion of pragmatic functions of language into teaching practices and into syllabi thereof. Rose (1997), for instance, suggests that pragmatics should be included in teacher education programs so that teachers will be informed about the relationship between pragmatics and language instruction. Such information will empower teachers in such a way that they will be able to identify learners' needs as far as their pragmatic abilities are concerned, to reconsider their syllabi, and to plan their activities accordingly.

As was stated by Suh (2012), the majority of the studies in this line were conducted in ESL learning contexts, in which the teachers are native speakers of English with the necessary knowledge of pragmatics. Therefore, it seems to have been assumed in these studies that the language teacher already possesses pragmatic competence. This suggests, according to Suh (2012), that "the success of L2 pragmatics instruction relies mainly on native English-speaking teachers who are equipped with knowledge of socio-cultural norms and principles in appropriate use of English and know how to use it accordingly" (p. 206).

The concern in these studies, then, seems to be related to the possibility that the teacher might be neglecting the fact that the learners might not be exposed to enough pragmatic representations of language in the classroom. Therefore, teachers and teacher trainers must be informed about the possible problems and remedies regarding the exclusion or inclusion of pragmatics in their teaching practices. Teachers and teacher trainers in the ELT world have become more aware of the importance of the relationship between pragmatics and language teaching.

However, the majority of language classes are taught by non-native teachers of English in EFL contexts and, according to Medgyes (1983), it is not an easy task to teach a language that you yourself are a learner of. He suggests that “By being both teachers and learners of the same subject, we are necessarily driven into a constant state of schizophrenia” (p.2). As a cure for the ‘schizophrenia’, Medgyes recommends the non-native teacher of English to free his spirit so that “he will be able to enhance his knowledge of English to lengths that he would never have dreamt of in those schizophrenic fits of the past” (p. 6). 9 years after his diagnosis of the non-native teacher’s schizophrenia. Medgyes (1992) defines an ideal non-native speaker teacher of English as “the one who has achieved near-native proficiency in English” (p. 42). Then, it becomes crucial to ask how that ‘near-native proficiency’ will be achieved.

Rose (1997) acknowledges that research so far has relied on native speaker intuitions in dealing with issues regarding pragmatic functions of language in language teaching and LTE and he says this is “simply because little else is available” (p. 131). Rose suggests that non-native speaker teachers “are not adequately prepared to address the classroom development of pragmatic competence” (p.131). As has already been stated in the previous sections of the study, most of the research about pragmatics in language teaching conclude that the two most important sources of input in the language classroom are the teachers and the course materials such as course books. Referring to these conclusions, Taguchi (2011), points at the importance of teacher training:

As the body of materials and options for pragmatics learning grows, emerging research in pragmatics teaching is significant for practitioners and consumers of these materials. To this end, teacher training is critical because it inevitably influences the ways in which instructional methods and materials are utilized (p. 299).

Taguchi goes on to say that in spite of the critical role of the language teacher in developing L2 learners’ pragmatic competence, the teacher’s knowledge and beliefs about the socio-cultural aspects of language have not been addressed sufficiently. According to Wright (2002), certain issues must be addressed in LTE programs. He proposes the following;

- ✓ The goal of the ‘language component’ in LTE has to provide the teacher with the tools for the job of creating learning opportunities in the classroom and to manage that task with confidence.
- ✓ Teachers have to feel confident both in their use of the L2 and in their knowledge of the systems and use of the language
- ✓ Participants on LTE programs also need to deepen their relationship with language, to become autonomous explorers of language, to begin to develop a lifelong interest in language.
- ✓ Language awareness is not just a method but a principal goal of LTE (Wright, 2002, p. 117).

Rose (1997) focuses on language teacher trainees’ pragmatic awareness, rather than their grammatical awareness and suggests a consciousness-raising approach to LTE, which he calls ‘pragmatic consciousness-raising’ (PCR). He proposes a three-way approach to PCR in teacher education.

- a. Developing familiarity with theory and research in pragmatics;
- b. Conducting pragmatic analyses of the teachers’ L1; and
- c. Conducting pragmatic analyses of the L2 (p. 132)

As for the first step of his PCR model, Rose suggests that teacher trainees are introduced to certain influential theoretical frameworks and results available in the literature such as Cross Cultural Speech Act

Realization Project, CCSARP (Blum-Kulka & Olshtain, 1984). Such analyses of theoretical frameworks and coding schemes will familiarize the teacher trainee with the complexity of language use and, on top of that, they will encourage the teacher trainee to conduct his or her own analyses. The second step of the PCR model, Rose suggests to have the teacher trainees conduct hands-on analysis of their L1. This could be done in several ways; for instance, the trainees could replicate a study available in the literature on L1 or L2. According to Rose, such an analysis will provide the teacher trainees with greater insight about pragmatic functions of language. The final step, conducting pragmatic analyses of the L2 could be done through the use of television and film, which according to Rose, should be fully exploited in language teaching and LTE, since L2 is not accessible in EFL contexts (p. 27 134).

Acknowledging that his three-part PCR model is not the ultimate answer to the non-native teachers' needs, Rose concludes that PCR stands as a viable option to be used especially in teacher education programs designed for non-native speaker language teachers. Atay (2005) conducted a study in which she investigated the effects of PCR model on Turkish pre-service language teachers of English at the end of a five-week course. Prior to her research, she conducted interviews in order to find about Turkish native speaker language teachers' perceptions about their own pragmatic competence

and her findings confirmed what was suggested about non-native speaker teachers of language -- that they did not feel much confident about their own pragmatic competence. She also analyzed course books to see how they handled speech acts and found, not to her surprise so to speak, that they failed to offer much to the learner or to the teacher.

Atay's actual study was based on the perceived needs of pre-service teachers and throughout the study she followed the steps suggested by Rose (1997). Before the PCR course, she gave the teacher trainees a DCT and the same DCT was also given to native speakers of English. During the PCR course, the teacher trainees were first introduced to certain fundamental concepts such as pragmatic competence and pragmatic failure through explanations and examples based on previous research and the researcher's own experiences. Then, the learners collected L1 data on certain speech acts which were analyzed during the sessions and compared to the native speaker baseline data.

With the help of these analyses and comparisons, the teacher trainees were made aware of the differences between L1 and L2. As the last step of the course, Atay had her learners role play based on some scenarios she designed and role plays were followed by discussions about the teacher trainees' reflections on the language use in the given contexts. At the end of her study, Atay concluded that the course served its aim in developing teacher trainees'

pragmatic awareness and suggested that “in addition to pedagogical knowledge [methodology courses in LTE] should provide the prospective teachers with opportunities to gain spontaneity and fluency in English focusing on the pragmatic competence [...]” (p. 56).

Another study was conducted by Eslami & EslamiRasekh's (2008) with quasi-experimental study design which investigated the effects of a 14-week course aiming at the acquisition of speech acts of requesting and apologizing, on non-native speaker teachers of English in Iran. The course was designed in such a way to include various class activities such as teacher-fronted discussion, role plays, introspective feedback and meta-pragmatic assessment tasks.

The experimental group in the study was given a number of previous studies on different speech acts, cross-cultural pragmatics and inter-language pragmatics and was asked to conduct their own ethnographic research. The classroom activities were used both as a means to raise learners' pragmatic awareness and as opportunities communicative practice. As a result of their study, Eslami & Eslami-Rasekh concluded that L2 pragmatics is learnable in FL contexts; “with the pedagogical focus on pragmatic competence, pragmatic awareness and production can be acquired in the classroom or more specifically in the FL classroom” (p. 192). Other studies in this regard revealed findings that suggested that teacher trainees have the necessary

pragmatic awareness of certain speech acts such as requesting and apologizing (Kılıçkaya, 2010; Yıldız-Ekin & Atak-Damar, 2013). However gratifying these findings may be, it should be noted that there is still a need for studies on various other speech acts to expand our understanding of non-native speaker teacher trainees' pragmatic competence and pragmatic awareness.

2.2 The Nature of Speech Act

Speech act is a term that is related to the basic things, they are speech and act/action. Recognizing the speech act that is being performed in the production of an utterance is important because speech act that is in particular extent tells us what the speaker intends us to do with the propositional content of what was said.

“Speech is a way of affecting actions or a way of doing things with words. Speech act is action that can be seen or depicted by saying something to speaker. According to Searle’s opinion, the speech acts performed in the utterances of a sentence are in general a function of the meaning of the sentence. Yule states the term of speech act covers action, such as “requesting”, “commanding”, “questioning”, and “informing”.”(Yule, 1996, p.132).

Based on the opinions above, speech act can be defined as the action of a person that actually done through the language or in other sentence speech act is a unit of speaking where different functions in communication are performed. It involves social acts such as to promise, to request, to offer, and the like. In

communication, the speaker commonly expects that his or her communication intention will be recognized and be understood by listener. There are two important things that need to be considered in studying speech act; they are situation and context.

“According to Yule context refers to the relevant elements of the surrounding linguistic or non-linguistic structure in relation to an uttered expression”.
(Yule, 1996, p.129).

2.2.1 Speech Act Classification

A speech act can be performed either directly or indirectly. A direct speech act occurs when there is a direct relationship between a structure and function. Meanwhile, an indirect speech act is performed when there is an indirect relationship between a structure and a function.

In relation of speech act, a linguist named Austin states that there are three subdivisions of act that can be shown/performed by utterances (Austin, 1983).

The three kinds of act that are depicted by utterances are:

2.2.1.1 A Locutionary act

It is the act of saying something or producing a series of sounds which has a meaning or its means something.

2.2.1.2 An Illocutionary act

It is the act performed in saying something and includes acts such as betting, promising, denying, and ordering is concerned with force.

2.2.1.3 A Perlocutioary act

It is the act performed as a result of saying or speaking. This act produces some effects toward thoughts, feelings, or actions of audiences.

2.2.2 Types of Speech Act Strategy

Apology in speech act is also called the act of apologizing. Apology is included in the type of expressive speech act. There are two types of strategy speech act to realize the illocutionary acts, they are:

a. Direct Speech Act

This type has a relationship between a structure and the function (Yule, 1996, p.55). A statement that said directly from the speaker to hearer or listener that is usually in the form of imperative sentence is defined of direct speech act.

Example:

Mary: "You have never been honest with me. I am disappointed with you."

Mark: "I'm sorry. I didn't mean to disappoint you."

Allan (1986, p.167-172) defines that some characteristics of a direct speech act as follows:

➤ Performative verbs.

A direct speech act can be identified through an explicit performative verb, a verb which effectively spells out the illocutionary force.

Example: “I promise to take Jane out to a party tomorrow”.

➤ Tense in the performative verb

The tense of an explicit performative verb must be in the present because the illocutionary act is defined at the moment of utterance.

Example: “I promise to take Jane out to a party tomorrow”.

➤ The person is responsible for the illocution

The subject of the direct speech act can be a first person singular pronoun “I”, “we” regarded as referring to joint speakers or an authorized person on behalf of someone.

Example: “I promise to pay the balance amount within ten days.”

➤ Negative performatives.

The use of negative performatives can be seen from the following example which requests someone to do something:

“I do not request you to take that book”.

b. Indirect Speech Act

Indirect speech acts are speech acts to order someone to do something indirectly. This action is carried out using news sentences or question sentences so that the listener does not feel himself commanded.

“As Yule (1996, p.55) says in his book that indirect speech act is utterance which has relationship between a structure and the function. In other words, this speech act is performed indirectly through the performance of another speech act”.

Example:

Mary: “You never be honest to me. I am so disappointed with you.”

Mark: “I will never lie to you anymore. I promise.”

2.2.3 Five General Types of Speech Acts

Stated by Searle who classifies five general types of speech act functions (Searle in Yule 1996), namely:

a. Representatives

This type is such kinds of speech acts that refer to what the speaker believes to be the case or not and the speaker expresses a belief that the propositional content is true. This type involves acts such as describing, hypothesizing, claiming, insisting, and predicting. In using a representative act, the speaker makes the words fit the world (of what is belief).

Example: The earth is flat.

b. Expressive

This type is such kinds of speech acts that describe and show what the speaker feels. They express psychological states and can be in the form of statements such as: pleasure, pain, likes, dislikes, joy, or sorrow in the term apologizing, praising, congratulating, deploring, and regretting.

Example: I am really sorry!

c. Directives

This type is kinds of speech acts the speakers use to get someone else to do something. They express what the speaker wants and needs. They are such as command, order, request, suggestion, inviting and forbidding. In using a directive, the speaker attempts to make the world (via the hearer).

Example: “Could you lend me a pen, please?”

d. Commissives

This type is kinds of speech acts that speakers use to commit themselves to some future action. They express what the speaker intends to do. They are such as promises, threats, refusals, pledges, offering, threatening, vowing, and volunteering. They can be performed by the speaker herself/himself, or by the speaker as a member of a group.

Example: “I will be back”

In using a commissive, the speaker undertakes to make the world fit the words (via the speaker).

e. Declaratives

Declaratives are speech acts in which the words and expression change the world by their utterances and something is declared.

Example: I bet, I declare, I resign.

2.2.4 Grammatical Mood and Speech acts

In a sentence, the grammatical mood conveys the speaker's attitude about the state of being of what sentence describes. This may sound of what the sentence describes. This may sound a little complicated, but it is simple enough. In the orthodox view, grammatical mood is seen as a formal syntax of sentence-types. Declarative, interrogative, and imperative moods express the 'literal' meanings 'in' these syntactic forms. Levinson also investigates the possibility that "the three basic sentence types, interrogative, imperative and declarative" might be the basis for a grammatical account of illocution (Levinson, 1983, p.242). But the result of this investigation is negative.

The three basic illocutions of questioning, ordering, and stating are not related in a systematic way to the grammatical forms of interrogative, imperative, and declarative. They are, says Levinson, uses of linguistic expressions in context, on concrete occasions, for particular purposes, and they are not linguistic categories. They are utterances, and not sentences (Levinson, 1983, p.242-243). All cases in which there is not a one-to-one hook up between grammatical mood and speech act ('literal illocutionary

force') are instances of indirect speech acts, and hence not linguistic (Levinson, 1983, p.265).

The mood system, which is on the lexicogrammatical stratum, sub-classifies independent clauses in English as "three basic types of interact" (Martin, 1992: ch. 2), as in Fig. 1.

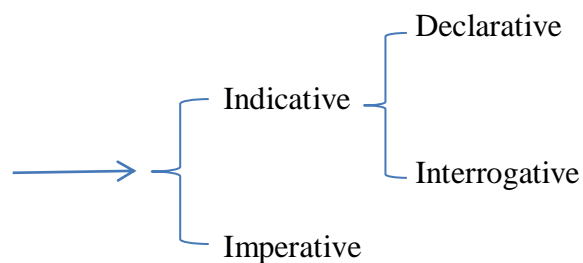


Fig. 1. Basic Grammatical Mood system in English

- a. Declarative: makes a statement or tells something.
- b. Interrogative: asks a question.
- c. Imperative: commands something.

2.3 Speech Context, Speech Situation, Speech Event

2.3.1 The Context of Speech

Pragmatics view context as shared knowledge between speaker and listener and that knowledge leads to the interpretation of a speech. Specific knowledge or context can cause humans to identify different types of speech acts.

Language is always expressed in context. In the world of sound and meaning, there is a context that influences the harmony of a language system. According to Rustono (1999: 20) context is something that becomes a means of clarifying an intention. Means include two types; the first in the form of expressions that can support the clarity of intent and the second in the form of situations relating to an event. The context in the form of an expression part that can support the clarity of that intention is called co-text. Meanwhile, the context in the form of situations relating to an event is commonly called context only.

Context is a set of assumptions built psychologically by speakers and listeners in accordance with their knowledge of the world. This context is not only limited to the current utterances and the previous utterances, but it involves all who can be involved in interpretations, such as future expectations, scientific hypotheses, religious beliefs, funny memories, assumptions about culture (social factors, social norms, etc.) and trust in speakers or vice versa (Sperber and Wilson, 1998: 15). This context influences the listener's interpretation of speech (discourse).

Quoting Alwi et.al in Rustono (1999: 21) context consist of elements such as situation, speaker, listener, time, place, scene, topic, event, form of mandate, code, and means. Meanwhile, the context element in the form of

means is a vehicle for communication that can take the form of prominent discussions or by telephone, letter, and television.

With the existing language base, experts increasingly realize that the context is not only bound by time, place, situation, topic, participants, and channels of conversation, but more broadly with contexts far beyond the speaker and listeners involved in an interpersonal communication. They have begun to explore language more specifically and deeply into the lives of people who use it. Humans use language together with socio-cultural development; humans use language in politics, economics, religion, education, science and technology. So, the context of language is no longer just the context of the speaker-listener in a particular place, time, situation, and channel, but has expanded into all aspects of human life.

According to Hymes in Rustono (1999: 21-22) in the speech event there are a number of factors that indicate the existence of the event, namely: (1) setting or scene, namely the place and atmosphere of the speech event; (2) participant, i.e. speakers, speech partners, or other parties; (3) end or destination; (4) act, which is the action taken by the speaker in the speech event; (5) key, which is the tone of voice and the variety of languages used in expressing speech and expressing it;

(6) instruments, which are tools or writing, by telephone or prominent; (7) norms or norms; namely, the rules of the game that must be obeyed by each participant and (8) genre; namely, the types of activities such as interviews, discussions, campaigns, and so on. The initial phoneme configuration of the eight factors names forms the word speaking. He further argues that the characteristics of the context include eight things. The eight relevant context characteristics are the speaker, speech partner, speech topic, time and place of speech, channel or media, code (dialect or style), message or message, and event or event.

2.3.1.1 Context as Knowledge

Schiffrin (1994: 365) explains that the theory of speech acts and pragmatics views the context in relation to knowledge, what can be assumed by the Pn (speaker) and the Mt (speech partner) to know something for example, about social institutions, desires and the needs of others, the nature of human rationality, and how that knowledge can provide guidance in the use of language and interpretation of speech. Although these rules establish the textual or contextual conditions that underlie the use of language, the main purpose of speech act theory is to characterize our knowledge of these rules. That is, abstract knowledge of the text and context will provide guidance to identify

different types of speech acts at the general level and at the specific level.

The context for speech theorists is interpreted as a special type of background knowledge called constitutive rules, that is, knowledge of the conditions required by Pn and Mt to understand a speech that is always seen as something special but different from the speech others (Shiffrin, 1994: 367). Context is the background knowledge that both Pn and Mt have that allows Mt to take into account the implications (implicit in) of speech to interpret the meaning of Pn's speech. This is based on the principle of cooperation which shows that Pn and Mt already know each other.

To understand the existence of a speech, Mt must steal data in the form of conventional meanings of the words used and their references, the principle of cooperation and their maxims, linguistic contexts, matters relating to background knowledge, and the fact of the similarity of the four types of forms participants so that both can understand each other (Grice, 1975: 50).

Context is a set of assumptions built psychologically by speakers and listeners about the world. This context is not only limited to the current utterances and the previous utterances, but concerns all

those who can be involved in interpretations, such as future expectations, scientific hypotheses, religious beliefs, funny memories, assumptions about culture (social factors, social norms, etc.) , and trust in speakers and listeners (Sperber and Wilson, 1998: 15). Context influences the interpretation of the speaker and listener to the utterance (discourse).

2.3.1.2 Context as a Situation of Social Interaction

The context here tends to be intended as something real, not as something that is in the mind or knowledge. Duranti (1997) explains that language and context support one another. Language requires context in its use and vice versa. A new context has meaning if there is a language action so that language does not only function in the interactions created, but the language also shapes and provides the interactions that are happening as context.

A socio-linguistic expert, Cooley (in Shiffrin, 1994) holds that if someone defines a situation as something real, then the consequences must be real. One of the main characteristics of an interactional socio-linguistic approach is that it can provide a set of views on social interactions and social situations, including a participatory framework built from situational interactions (Rusminto,

2005: 85). Therefore, the cognitive contexts discussed by interactional sociolinguistics experts (Goffman, 1974; Tannen, 1979) also have a social foundation, knowledge of social conditions or expectations about social action.

As Goffman did in one of his sociological studies which focused the attention on the order of interactions that underlies various social opportunities, social situations, and social gatherings. There are two important roles in context in speech acts. First, as abstract knowledge that underlies the form of speech acts. Second, a form of social environment in which speeches can be produced and interpreted in real reality (Sciffrin, 1994: 371). On the other hand, Halliday and Hasan (1992: 16:62) divide the context of the situation into three; namely (1) as a discourse field, (2) as an engaged discourse, and (3) as a means of discourse. The discourse field refers to something that is happening to the nature (formality) of the ongoing social action.

The discourse field refers to the person who takes part in the speech event, while the speech means refers to the part played by language such as, the organization of the text, the position and function it has, the channel used, and its rhetorical model. Therefore, language only has meaning if it is in a context of a situation. The meaning of an utterance is interpreted through an utterance by

considering the context, because the context will determine the meaning of an utterance based on the situation.

That is to say, the context of the situation is very influential in interacting. A person's language choices can change from standard variations to non-standard variations or vice versa if the circumstances underlying them change. Changes in the form of language used in interactions are influenced by changes in the context of the situation due to Pn's knowledge of the existence of Mt.

Based on the description, the role of context as a situation and knowledge has a certain role. Context as a situation is very important for Pn and Mt to understand the socio-cultural situation as knowledge so that the characteristics of speech form, speech delivery principles, and speech production have a role in identifying speech expressions.

2.3.2 Speech Situation

As one branch of language which is directly related to communication events, pragmatics cannot be separated from the concept of speech situations. By using pragmatic analysis, the purpose or purpose of a speech event can be identified by observing the accompanying speech situation. Rustono (1999: 26) states that the situation of speech is a situation that gives birth to speech.

This is related to the opinion that states that speech is a result, while the situation is the cause of speech.

A speech event can occur because of a situation that encourages the occurrence of the speech event. The speech situation is very important in pragmatic studies, because with the speech situation, the purpose of a speech can be identified and understood by the speech partner. A utterance can be used with the aim of conveying several purposes or vice versa. This is influenced by the situation surrounding the speech. The diversity of intentions that might be conveyed by the speaker in a speech event, Leech (1993) expresses a number of aspects that must be considered, including aspects of the speaker and speech partner, context, purpose of speech, speech acts as a form of activity and speech as a product of verbal action.

Speech situation is a situation that gives birth to utterances. In communication, there are no speeches without speech situations. This statement is in line with the view that speech is an effect, while the situation of speech is the cause. In a speech, it is not always a direct representation of the meaning of the elements. In reality various kinds of intentions can be expressed with a speech, or vice versa, various kinds of speech can express a purpose. In connection with the various purposes that might be communicated by the narration of a speech.

Speech situation is a situation that gives birth to utterances. This statement is in line with the view that speech is an effect, while the situation of speech is the cause. In communication there is no speech without a situation of speech. In other words, the actual purpose of the speech can only be identified through the speech situation that supports it. It can also be said that a speech is not always a direct representation of the meaning of the elements (Sperber & Wilson, 1989). Leech (1983) suggests a number of aspects that must always be considered in communication. These aspects are as follows.

2.3.2.1 Speakers and Speech Opponents

The aspects concerned with the speaker and interlocutor are age, socioeconomic background, gender, and level of familiarity. The concept of the speaker and the interlocutor also includes the writer and reader if the speech concerned is communicated with the written media. Aspects related to the speaker and interlocutor are age, background, socioeconomy, gender, level of intimacy, and so on.

The speaker is the person who speaks, while the speech partner is the person who is the target or friend of the speaker. The role of the speaker and speech partner is carried out alternately, the speaker at the next stage of the speech can become a speech partner, and vice versa

so that interaction in communication is realized. The concept also includes writers and readers if the speech is communicated in written form.

Aspects related to the speakers and speech partners include aspects of age, social background, gender, level of education, and level of intimacy. These aspects affect the attractiveness of speech partners, speech production and disclosure of intent. Speakers and speech partners can understand the purpose of the speech if they both know these aspects. Following is an example in the conversation.

1) Context: Andi asks Tatang about the results of the Indonesian soccer match against South Korea.

Andi: Tang, yesterday saw the ball or not, how can Indonesia win?

Tatang: Wow, it's chaotic Ndi. Indonesia lost 0-1.

Andi in the speech acts as a speaker while Tatang as the person Andi is talking to as a speech partner who listens to Andi, besides that Tatang also acts as a speaker, by expressing answers to Andi's questions asking the results of the AFC soccer game , Indonesia against South Korea won by South Korea 1-0.

2.3.2.2 Speech Context

The context of linguistic research speech is the context in all aspects of the relevant physical or social setting of the speech concerned. Physical context is commonly called cotext, while social context is called context. The context of linguistic utterances is the context in all aspects of the relevant physical or social setting of the speech concerned. The context of the speech covers physical aspects or social settings that are relevant to the speech in question. Contexts in the form of expressions that can support the clarity of intent are called co-texts. Meanwhile, the context in the form of a situation related to an event is called context.

Basically the context in pragmatics is all background knowledge that is understood together between the speaker and the speech partner.

2) Context: Rintan meets with Rizal while waiting for transportation

Rizal: Hi, Rintan! Where are you going, why are you alone?

Rintan: Eh, Rizal, want to go to college. Usually also alone.

(somewhat shy)

The context shown in the speech event that occurred between Rintan and Rizal was Rizal asking Rintan while the context was shown on the look on Rintan's face who was rather shy in answering Rizal's question.

2.3.2.3 The Purpose of Speech

The purpose of speech is what the speaker wants to achieve by speaking. The purpose of speech is the background of speech and all speeches of normal people have a purpose. The forms of speech uttered by the speaker are motivated by certain aims and objectives. In this connection various forms of speech can be used to express the same intention. Or conversely, various purposes can be expressed with the same speech.

The purpose of speech is what the speaker wants to achieve by speaking. All utterances have a purpose which means that there are no utterances that do not express a purpose. The forms of speech uttered by the speaker are always motivated by the intent and purpose of the speech. In this connection, various forms of speech can be used to express one purpose and conversely one speech can state a variety of purposes.

3) Context: Adi comes to visit Mrs. Nori's house to borrow a notebook

Adi: Yesterday I didn't have the chance to mention Pak Tomo's lecture.

Mrs. Nori: Well, you definitely want to borrow my notebook again right?

Based on the speech event, it can be revealed that the speaker in this case Adi has a goal in saying the speech 'Yesterday I did not have time to lecture Mr. Arifin.' The purpose of the speech is that Adi intends to borrow Mrs. Nori's notebook, because yesterday he did not have time to record material lecture delivered by Mr. Arifin.

2.3.2.4 Speech as a Form of Action or Activity

What is meant by speech as a form of action or activity is the act of speech is an act as well. A speech can be seen as acting (Austin, 1962, Gunarwan, 1994, and Kaswanti Purwo, 1990). Here the speech is not an abstract entity such as grammar; here the speech is a concrete entity with clear speakers and interlocutors, as well as the time and place of the speaker.

Speech as an action or activity has the intention that the speech act is an act. Said a speech can be seen as taking action. Speech can be said as an action or activity because in the event of a speech, the speech can have an effect as actions taken by the hand or other body parts that can hurt others or express an action.

4) Context: A mother says to her child

Mother: Wow, is the terrace really dirty?

Child: (immediately takes the broom and sweeps the terrace)

Based on the speech event the speech made by the mother is an act of telling or encouraging the child to clean the porch that looks dirty. The speech has an effect on the speech partner who listens to the speech as well as being pushed or hit with the hand. In the behavior carried out by children who immediately take a broom and sweep the terrace is the effect of the mother's words.

2.3.2.5 Speech as a Verbal Action Product

Human actions can be divided into two; namely, verbal actions and nonverbal actions. Beating and walking are examples of nonverbal actions, whereas speaking is a verbal act. Verbal action is the act of expressing words or language. Speech is the result of an action. There are two human actions; namely, verbal actions and nonverbal actions. Because it is created through verbal action, the speech is a verbal act that is an act of expressing words or language.

Speech as a verbal action product will be seen in every oral and written conversation between the speaker and the speech partner, as shown in the following utterance.

5) Context: a mother tells her child

Mother: Ris, later if there is a guest say I'm on a social gathering huh!

Risa: Yes, ma'am.

The speech was the result of verbal actions told to his speech partner, in this case Risa who was given her mother's message, that if there were guests Risa had to say that her mother was in a social gathering. The five aspects of the speech situation are certainly inseparable from the element of time and place where the speech was produced, because the same speech when spoken at different times and places, certainly has a different purpose. So the elements of time and place cannot be separated from the speech situation.

2.3.3 Speech events

Speech event (English: speech event) is the occurrence or ongoing linguistic interaction in one or more forms of utterance involving two parties, namely the speaker and interlocutor, with one main speech, in a particular time, place, and situation (Chaer and Agustina, 1995: 61). So, the interaction

that takes place between a trader and a buyer in the market at a certain time by using language as a communication tool is a speech event. We also find similar events in discussions in lecture halls, office meetings in offices, hearings in courts, and so on.

What about conversations on city buses or on trains that occur between passengers who do not know each other, initially with an uncertain topic, aimlessly, with a variety of languages that change, can it also be called a speech event? Sociologically, the conversation cannot be called a speech event because the subject of the conversation is uncertain (alternates according to the situation), without purpose, carried out by people who accidentally to converse, and use a variety of languages that alternate.

A new conversation can be called a speech event if it meets the conditions as mentioned above, or as Dell Hymes (in Chaer and Agustina, 1995: 62), a well-known sociolinguistic expert, says that a speech event must fulfill eight components, which when the first letters are arranged as an acronym SPEAKING. The eight components are as follows.

S : (*setting and Scene*)

P : (*participants*)

E : (*ends: purpose and goal*)

A : (*Act sequences*)

K : (*key: tone or spirit of act*)

I : (*instrumentalities*)

N : (*norms of interaction and interpretation*)

G : (*genres*)

- ✓ Setting and scene. Here the setting relates to the time and place of speech, while the scene refers to the situation, place and time or psychological situation of the conversation. Different times, places and situations of speech can cause different language variations to be used. Talking on the soccer field when there is a soccer match in a crowded situation is certainly different from talking in the library room when many people are reading and in a quiet state. On the soccer field we can speak loudly but in the library room we have to talk as quietly as possible.
- ✓ Participants are the parties involved in the conversation, can be the speaker and listener, greeter and greeter, or the sender and receiver of the message. Two people conversing can change roles as speakers or listeners, but in mosque sermons, preachers as speakers and worshipers as listeners cannot switch roles. The social status of the participant largely determines the variety of languages used. For example, a child will use a different variety or style of language when talking to his parents or teacher when compared to when he talks with his peers.

- ✓ End, referring to the intent and purpose of speech. Speech events that occur in the courtroom intend to resolve a case; but the participants in the speech event have a different purpose. The prosecutor wanted to prove the defendant's guilt, the defense tried to prove the defendant innocent, while the judge tried to give a fair decision.
- ✓ Act sequence, refers to the form of speech and the contents of the utterance. The form of the utterance and the content of this utterance pertain to the words used, how they are used, and the relationship between what is said and the topic of conversation. The form of utterances in public lectures, in ordinary conversation, and in parties is different. Likewise with the contents discussed.
- ✓ Key, refers to the tone, manner, and spirit in which a message is delivered with pleasure, seriously, briefly, arrogantly, mockingly, and so on. This can also be demonstrated by gestures and cues.
- ✓ Instrumentalities, referring to the language path used, such as oral, written, telegraphic or telephone lines. These instrumentalities also refer to the speech codes used, such as language, dialect variance or registers.
- ✓ Norm of Interaction and Interpretation, refers to the norm or rules of interaction. For example, relating to how to interrupt, ask, and so on. It also refers to the norm of interpretation of the utterances of the interlocutor.

- ✓ Genre, refers to the type of delivery, such as narration, poetry, proverbs, prayers and so on. From the description stated by Hymes, we can see how complex the speech events that we see, or we experience ourselves in daily life.

Previously, Hymes stated that a speech event have 16 speech components which could be briefly explained as follows.

a. Message Form

The form of a message is fundamental and is one of the centers of speech acts, in addition to the contents of the message. The form of the message concerns how something (topic) was said or reported.

b. Message Content

The message form and message content are central to speech acts. The contents of the message relate to the issue of what was said, regarding the topic and topic changes. To distinguish the form of messages and the contents of messages, we should look at examples of direct and indirect sentences. If someone says, "He prayed that God would protect his family". That person only reports the contents of the message. If that person says, "He prayed, God protect my family!" That person reports the contents of the message, which is about the one who prays, and at the same

time quotes the message form which is the sentence part of the Lord protect my family. The contents of the message is what prayer is. The form of the message is how he prays.

c. Setting

The setting refers to the time and place where the speech act takes place, and usually refers to the physical state.

d. Scene

Unlike the setting, atmosphere refers to the psychological setting or cultural boundaries of an event as a certain type of business. In everyday life, someone in the same setting might change the atmosphere, for example from formal to informal, from serious to relaxed.

e. Speaker/ Sender

Speaker or sender is the party that delivers speech or message verbally that can be individuals or groups.

f. Addressor

Addressor is the party that sends speech or messages that can be individuals or groups.

g. Hearer, Receiver, and Audience

Hearer and the like is a party that receives speeches or messages verbally, can be individuals or groups.

h. Addresser

Addresser is the party who receives speech or messages that can be individuals or groups.

i. Purpose-Outcome

It refers to the expected results by using a variety of languages.

j. Purpose-Goal

It is difficult to distinguish this component with the 9th component. Both are aspects of intent which distinguishes precisely the term outcome and goal. Hymes called the two to be end, encompassing goals in mind and as results.

k. Key

It refers to the way, tone, or soul (spirit) of the speech act.

l. Channels

Channels refer to the delivery medium of speech: oral, written, telegram, telephone. In terms of channels, people must differentiate how to use them. Oral channels (for example) are used for singing, humming, whistling, uttering speech. Verbal variety for face to face is different from for the telephone. The variety of telegraphic writing is different from the variety of letter writing.

m. Form of Speech

Hymes said that the form of speech is more directed to the language structure of language scale, dialect and variety that is widely used. Together with channels the language forms form a component of instrumentality.

n. Norms of Interaction

Interaction Norms refers to the typical behavior and manners of speech that apply in the speech community concerned. For example, people may interrupt or are prohibited from interrupting in conversation, normal voice may not be used in mass in the Church or praying at the mosque, the turn of speech is limited in time.

o. Norms of Interpretation

Norms of interpretation refers to ways (for example: in speech, between the speaker and the interlocutor face to face to face, sitting closer together, eyes wide and loud noises) and the right time in speaking (for example: making a request, asking for).

p. Genre

Genre is categories such as narration, proverb and poetry. According to psycholinguistic research, human memory works best for the classification of seven, plus minus two (so it can be 5, it can be 9) (in Sumarsono and Partana 2002: 326-335).

With this regard, Hymes tries to abbreviate 16 speech components by grouping two, three adjacent components into one term. Each of these terms is then combined, arranged into an English acronym. According to Hymes (in Sumarsono and Partana 2002: 334) in French speaking it is known as parlant, with a somewhat different classification, namely:

P: Participant, the combined result of e, f, g, and h

A: Acts, the combined results of a and b

R: Raison, the combined result of i and j

L: Locale, the combined results of c and d

A: Agents, combined results from l and m

N: Norms, combined results of n and o

T: Types, p

2.4 The Nature of Apology

Apology is an action of asking forgiveness. Apology is used to express regret for having offended and making inconvenient thing to someone which can damage a relationship. Apology is used to maintain relationship and the harmony after an offence occurred.

“Apology is an attempt by the speaker to make up some previous actions that interfered with the hearer’s interest, counteracts the speaker’s face wants”.
(Blum kulka 1989).

“Holmes (1992) considers apology as speech act directed to the addressee”s face need and intended to remedy an offense for which the speaker takes responsibility, and thus to restore equilibrium between the speaker and addressee”.

“Searle (In Trosborg, 1994, p.373) States that apology has the effect off a debt, thus compensating the victim for the harm done by the offence”.

According to Trosborg (1995, p.373), there are three roles involved in solving the unpleasant situation between the speaker and the hearer, which are a complainer or a person who complaint, complainant or a person who receive the complaint and a complaint or an expression of dissatisfaction.

“Olsthain and Cohen (in Trosborg, 1994, p.373) define that the act of apology is called for when there are some behaviors which have violated social norms”.

An apology is a speech act that is to rebuild relationships between a speaker and a hearer after speaker has offended hearer intentionally or unintentionally. The act of apologizing is related about two main things: an apologizer / complainant and a recipient. There are kind of offences, and apology has the effect of paying the debt, thus compensating the victim for the harm done by the offense. An offense is considered as face threatening act toward the offended, and apology is intended to remedy the offense. Apology is used because it is caused by offences.

Holmes (in Wagner”s paper) divided the following categories of offenses as in the following:

a. Space offenses

This offence involves some acts such as bumping into someone, queue jumping, etc.

b. Talk offenses

This offence involves some acts such as interrupting, talking too much and etc.

c. Time offenses

This offence involves some acts such keeping people waiting, taking too long, etc.

d. Possession offenses

This offence involves some acts such as damaging or losing someone`s personal property.

e. Inconvenience offense

This offence involves some acts such as giving some one the wrong item, etc.

f. Social behavior offences

It can be an act which can make the hearer get angry with the speaker.

It can also be an impolite act done by the speaker to the hearer.

2.5 Apology Strategies

Strategy is the overall approach related to the implementation of ideas, planning, and implementation of an activity within a certain time period .

“In delivering the act of apologizing, the offender or the complainant / the apologizer needs to employ certain strategy of apology that is appropriate with the case. It may be performed directly by means of an explicit apology utilizing one of the verbs directly signaling apology apologize, be sorry, excuse, etc.), or it can be done indirectly by taking on responsibility or giving explanations”. (Trosborg, 1994, p.376).

There are a number of linguistic strategies for expressing apology. The following parts below are the further explanations of Trosborg`s apology strategies:

2.5.1. Evasive strategies / Minimizing offense

This strategy is closely related to the strategies in which the compliance fails to take on responsibility. But the speaker does not deny the responsibility. The difference can be seen in the facts that the apologizer / complainant don`t deny responsibility. Instead, the complainant seeks to minimize the degree of offense, either by arguing that the supposed offense is of minor importance, in fact it is hardly worth mentioning“, or by querying the preconditions on which the complaint is grounded (Trosborg, 1995, p. 379). This strategy is divided into three sub strategies, such as Minimizing, Querying preconditions as example: Well, everybody commonly does that; Blaming someone else is the offence committed by the complaint can be partly, e.g.; I broke the jar because she suddenly pushed me.

Further explanation of these sub-strategies can be seen below:

a. Minimizing

In this sub-strategy, the complainant tries to minimize the degree of offense by saying the happening is not a big deal and the complainant seeks to minimize the degree of offense by arguing that the supposed is of minor importance (Trosborg, 1995, p.379). Minimizing itself means reducing something, especially something bad to the lowest possible level.

Examples:

- “Oh, what does it matter, that`s nothing, that`s just so so”
- “It does not matter”.
- “What about it, it`s not the end of the world”
- “Take it easy, it`s not the end of the world.”
- “everyone ever does that”
- “Do not take so seriously”
- “Well, everything will be alright again, don`t think too much about it”

b. Querying precondition

In this sub strategy, the complainant may cover the complaint by querying precondition. The complainant attempts to throw doubt on the modalities of a precious arrangement. It can be said also that the

complainant or apologizer means expressing doubt about something whether something is correct or not.

Example:

- “Who told you that I would marry you?”
- “Are you sure we were supposed to meet at 1 p.m?”
- “Do you believe that Jen deserves to get this?”
- “What is love then?” (in responding, “You don’t love me”).
- “Do not put Dian’s name on the checklist, I am not sure she is coming”.

c. Blaming someone else

In this sub-strategy the offense is committed by the complainant which can be excused by an offence committed by a third party (Trosborg, 1995, p.379). The apologizer regards that the third party is also partly responsible for the offense (Trosborg, 1995, p.379). Blaming itself means is the act of thinking to saying that somebody, someone else or something is responsible for something bad.

Example:

- “I do not know traffic jump could be so long along the road this morning.”
- “The bus was late”

- “Look, I really feel bad about this. But this would never have happened if she had done exactly as I told her to do.”
- “I believe someone else also is responsible for this problem, she or he may also takes part in this problem.”

2.5.2 Direct Apology/ Expression of apology

In this type of apology strategy, the complainant may choose to express his/her apology explicitly. In this case, a small number of verbs applies and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (Trosborg, 1995, p.381).

There are the subcategories of this strategy:

a. Expression of regret

It is the type in which complainant uses the common form to express his or her regret by using some terms such as really, terribly and so on.

Example:

- “I am sorry to keep you waiting.”
- “Sorry about that”
- “I am sorry to have been so long in getting in touch with you”
- “I am really sorry”

- “I am sorry for...”

b. Offer of apology

It is the type in which a complainant or the apologizer may choose to express his / her apology explicitly. The complainant may offer an apology for the offense.

Example:

- “I apologize for..”
- “Please accept my sincere apology for..”
- “My client would like to extend his apology to you for the inconvenience involved.”
- “I apologize”

c. Request for forgiveness

It is the type in which an apologizer or the complainant may choose to express his/her apology explicitly in the form of explicit performative construction (Trosborg, 1995, p.381). In this case, the complainant shows that he expects for forgiveness.

Example:

- “Please, forgive me”.
- “I am terribly sorry about...”
- “Excuse me” “I am sorry for interrupting you, but...”
- “Pardon me, I did not hear what you said”.

2.5.3. Indirect apology/ acknowledgement of responsibility

It is the strategy in which the complainant tries to describe his/her role in what has happened and whether or not he/she was responsible. The complainant chooses to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers can implicitly or explicitly claim to be responsible for their action. The speakers also usually blame themselves. This strategy is aimed to give support to the hearer.

This strategy divided into some sub-strategies such as:

a. Implicit acknowledgment

In this case, the complainant blames himself implicitly.

Example: “I can see your point, perhaps I should not have done it”.

b. Explicit acknowledgment

In this case, the complainant admits his mistake explicitly.

Example: “I will admit I forgot to do it”.

c. Expression of lack of intent

It is the types in which the complainant expresses that he does not have intention to commit the offense.

Example: “I did not mean to”.

d. Expression of self deficiency

In this type, the complainant expresses his own deficiencies.

Example: “I was confused”

“You know I am bad at...”

e. Expression of embarrassment

It is the type in which the complainant shows that he feels embarrassed for the offense.

Example: "I feel so bad about it".

f. Explicit acceptance of the blame

In this type, the complainant feels that the complainer has the right to blame him.

Example: "It was entirely my fault"

"You're right to blame me"

2.5.4. Explanation or account

In this apology strategy, the complainant may try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argue that the offense is not something he wanted to occur. It can be divided into some sub-strategies as in the following:

a. Implicit explanation

The complainant explains the situation implicitly.

Example: "Such things are bound to happen".

b. Explicit explanation

The complainant explains the situation explicitly.

Example: "Sorry, I'm late, but my car broke down".

2.5.5. Offer of repair

In this type of apology strategy, the complainant may offer to repair' the damage he has done or caused by his/her offense. Repair may be offered in its literal sense or as an offer to pay for the damage. There are two sub-strategies of this that include the following:

a. Repair

The complainant intends to pay for the damage,

Example: "I will pay for the cleaning".

b. Compensation

If the repair is not possible, the complainant may offer a compensatory action,

Example: "You can borrow my dress instead".

2.5.6. Expressing concern for hearer

In this type of apology strategy, the complainant may express his concern towards the complainer's condition. To comfort the hearer, the speaker may demonstrate his attention. The complainant may show the sympathy toward the complainer's condition.

Example:

- "I know you do not feel comfortable with what I've done".
- "Actually, I don't want it to happen to you."

2.5.7. Rejection

This type of apology strategy, a person may deny the responsibility because he feels not guilty. The denial of responsibility can be shown by the use of rejection strategy. There are some categorizations of this apology strategy such as in the following:

2.5.7.1 Explicit denial of responsibility

In this type, the complainant denies that he/she has committed the infraction explicitly and the complainant explicitly denies that he/she should be responsible for something unpleasant that has happened. The complainant denies being responsible for the violation occurred. They may be emphasizing the ignorance of the matter

Example:

- "You know that I would never do a thing like that."
- "I know nothing about it".

2.5.7.2 Implicit denial of responsibility

In this type, the complainant may try to evade responsibility by ignoring the complaint or talking about other topics. The complainant tries to change the conversation piece or ignore the complainer in order to evade the responsibility. They generally avoid responsibility by ignoring complaints or talking about something else.

Example: "I do not think that is my fault."

2.6.7.3 Justification

In this type, the complainant tries to give and provide arguments to persuade the complainer that he cannot be blamed for the inconvenient situation that happens. It is set to affect the hearer not to blame the speaker.

Example:

- "I have already finished my job yesterday, so there is no reason I could be blame about this"
- "I have told you before that I will give you the money, but I did not promise anything, did I?"

2.5.7.4 Blaming someone else

It is a type in which the complainant blames a third party or even the complainer himself as the cause of further violation. The complainant seeks to evade responsibility by blaming someone else (in which the case the complainant is likely to cause further offense). The complainant avoids responsibility by blaming others.

2.5.8 Promise of forbearance

In this apology strategy, the complainant takes responsibility by expressing regret, and he/she will be expected to behave in a consistent fashion and not immediately to repeat the act for which he/she has just apologized. The complainant promises either never to do the same mistake or

to improve his behavior. The utterance is often signaled by the word 'promise'. In this case, an apology is not only related to the violations that have been done but also related to the behavior in the future. This speech act apology contains a commitment from the speaker not to repeat his action.

Example: “It won’t happen again, I promise”.

2.6 Speech Act of Apology

Based on the types of illocutionary act proposed by Searle, Apologizing is included in expressive category of illocutionary act. “Expressive” is not only the name of illocutionary act, but also the content or the sense which comprises so as to be called as “expressive”.

“Yule said, “Expressives are those kinds of speech acts that state what the speaker feels”. (as cited in Mukhlisoh, 2013).

They express psychological states that can be statements of pleasure, pain, likes, dislikes, joy, or sorrow” (1996, p.53). It means that apologizing can be uttered in the response as the reaction of complaint.

“Trosborg pointed out that apologies are expressive illocutionary act which can be differentiated from complaint, which are also expressive acts, by being convivial in nature (1994, p.373).

Appropriately, we have to know what apology first before going to the

apology strategies. Another form of politeness strategy is apology.

“According to Hornby, the word apology is noun which has a meaning a word or statement saying sorry for something that has been done wrong or that causes a problem.” (2000, p.59).

In supporting the meaning of apology from Hornby, the researcher gives Trosborg’s statement, “If a person has been hurt, inconvenienced, or violated in some ways or other, his/ her face must be restore and apology is called for” (1994, p.374). These definitions lead the researcher to think that the only moment or event when we make a wrong thing we have to use apology. In other words, apology is needed whether someone makes mistake or not because someone deals with others who might have been offended by our attitudes. It is assumed that we have two kinds of apology; apology for solving the complaint and apology for politeness.

“Holmes (1990) explains that apologies are different from compliment. Compliment focuses on the addressee’s positive face wants, whereas apologies focus on face redress associated with face threatening acts (FTA) or offences which have damage the addressee’s face in some respect”.

For apology strategies, Brown and Levinson call it as negative politeness strategies. Furthermore, we need some device or tools to know or to indicate the characteristics of that illocutionary acts. That device is called as Illocutionary Force Indicating Device (IFIDs). We can use performative verbs, the order of words, stress,

and intonation. Yule pointed out, “Most of the time, however, there is no performative verb mentioned. Other IFIDs can be identified are word order, stress, and intonation” (1996, p.49). It is different from phonology and phonetic which the sign of stress s and intonation are written clearly; the researcher role in this case is very important because by reading and feeling those written and unwritten indication, the researcher has to know which of the sentences or utterances that include the data needed and has to be understand how to analyze them.

2.7 English Teachers` Competence on Apology Strategies

In accordance with Law Number 4 of 2005 concerning Teachers and Lecturers, Article 10 paragraph (1) states that "Teacher competence is approved in Article 8; namely, pedagogical competence, personal competence, professional competence, and social competence obtained through professional education". Teacher competency standards complement the core competencies of teachers developed into the competencies of PAUD / TK / RA teachers, SD / MI class teachers, and subject teachers in SD / MI, SMP / MTs, SMA / MA, and SMK / MAK. Therefore, based on the subject in this study, students who will later become educators certainly need this aspect of competence. The purpose of this study will greatly affect the competence of teachers in teaching and using strategies that are appropriate in the context of apologies in life and will be able to answer the questions in this study.

In terms of personality competence, its relation in carrying out its tasks and functions, a teacher must show a good attitude and personality. Teachers who are worthy of imitation are philosophies that show the ability of personality. It is imitated because teachers are believed to have useful knowledge for the survival of their students. A teacher is imitated because there is a good attitude and personality in the teacher.

In terms of professional competence, the link is that a teacher must be able to manage the teaching and learning process. The ability to manage learning is supported by classroom management, mastery of learning materials, teaching strategies and the use of learning media.

In terms of social competence, the relationship is that teachers as educators are able to communicate and interact well with school residents and residents where the teacher is located and the use of an apology strategy is also influenced by social life. This social ability can be seen through the social interaction of the teacher with students, fellow teachers and with the community where he is. A more detailed discussion is presented below:

2.7.1 Pedagogical Competence

Pedagogical competence is the ability of understanding students, the design and implementation of learning, evaluation of learning outcomes, and the development of students to actualize their various potentials. Sub

competencies in Pedagogic competencies are:

- a. Understanding students in depth includes understanding students by utilizing the principles of cognitive development, the principles of personality, and identifying students' early learning provisions.
- b. Designing learning, including understanding the foundation of education for the benefit of learning which includes understanding the foundation of education, applying learning and learning theories, determining learning strategies based on students' characteristics, competencies to be achieved, and teaching materials, and compiling learning plans based on the strategies that are twisted.
- c. Carrying out learning which includes setting the setting (setting) of learning and carrying out conducive learning.
- d. Designing and implementing learning evaluations which include designing and carrying out evaluation (assessment) of the learning process and outcomes on an ongoing basis with various methods, analyzing the results of the evaluation of the process and learning outcomes to determine the level of mastery learning, and utilizing the results of the learning assessment for improvement quality of learning programs in general.

- e. Developing students to actualize various potentials including facilitating students to develop various academic potentials, and facilitating students to develop various non-academic potentials.

2.7.2 Personality Competence

Personality competence is a personal ability that reflects a personality that is steady, stable, mature, wise and authoritative, be an example for students, and has good character. Sub competencies in personality competencies include:

- a. A steady and stable personality includes acting according to social norms, being proud of being a teacher, and having consistency in acting according to norms.
- b. A mature personality that is showing independence in acting as an educator and having a work ethics as a teacher.
- c. A wise personality is displaying actions based on the benefits of students, schools and society and showing openness in thinking and acting.
- d. An authoritative personality includes having positive influential behavior towards students and having respected behavior.
- e. Noble character and can be an example of covering action in

accordance with religious norms (imtaq, honest, sincere, like to help) and have the behavior exemplified by students.

2.7.3 Professional Competence

Professional Competence is the mastery of extensive and in-depth learning materials, which includes the mastery of curriculum materials in school subjects and the scientific substance that houses the materials, as well as the mastery of the structure and methodology of the science.

- a. Mastering the materials, structure, concepts, and scientific mindset that supports the lessons being taught.
- b. Mastering competency standards and basic competencies of subjects / areas of development.
- c. Developing learning material that is creative.
- d. Develop professionalism in a sustainable manner by taking reflective action.
- e. Utilize ICT to communicate and develop themselves.

2.7.4 Social Competence

Social Competence is the ability of teachers to communicate and socialize effectively with students, education personnel, parents / guardians of students, and surrounding communities.

- a. Being inclusive, acting objectively, and not discriminating because of consideration of gender, religion, family background, and family social status.
- b. Communicate effectively, empathically, and politely with fellow educators, educational staff, parents and the community.
- c. Adapting to places of duty in all regions of the Republic of Indonesia, which has social and cultural diversity.
- d. Communicate verbally and in writing.

Referring to the four study competencies above as a basis that must be possessed by a teacher and based on the subject of this research is prospective teacher is so, the relationship is very large. In terms of pedagogical competence, there is a relationship between the ability of teachers to understand the learning process. Learning that takes place in the classroom is dynamic. This can occur because of communication or mutual interaction between teacher and student and students and students. Diversity of students in the classroom will also require the skills of a teacher in designing learning programs one of them by understanding the process of students in using an apology strategy in the classroom and outside the classroom.

2.8 Assessing Second Language Pragmatics of Apology

According to McNamara and Roever the assessment of pragmatic language skills is necessarily a difficult and complex challenge. Because of the nature of pragmatics, it is almost impossible to construct a standardized test that accurately captures the essence of social communication. Past attempts at doing so have resulted in tasks that actually assess underlying linguistic or cognitive skills rather than true social communicative functioning.

Assessment of L2 pragmatics tests language use in social settings, but unlike oral proficiency tests, it does not necessarily focus on conversation or extracting speech samples. Because of its highly contextualized nature, assessment of pragmatics leads to significant tension between the construction of authentic assessment tasks and practicality: Social context must be established and learner responses are often productive, so simulations of real world situations and scoring by human raters would be ideal, but they are also very costly.

It is indicative of these difficulties that only few tests are available in this area. Considering pragmatics as the study of language use in a social context one can argue that language users' pragmatic competence is their "ability to act and interact by means of language". In order to assess the pragmatic knowledge of language, the test developers first should know what they want to test and try to give a thorough definition which includes different dimensions of this aspect of language. As learners'

ability in everyday conversation is the major focus of pragmatics, testing the social aspects of utterances received a considerable attention.

Assessment of L2 pragmatics tests language use in social settings, but unlike oral proficiency tests, it does not necessarily focus on conversation or extracting speech samples. Because of its highly contextualized nature, assessment of pragmatics leads to significant tension between the construction of authentic assessment tasks and practicality: Social context must be established and learner responses are often productive, so simulations of real world situations and scoring by human raters would be ideal, but they are also very costly. It is indicative of these difficulties that only few tests are available in this area.

Considering pragmatics as the study of language use in a social context one can argue that language users' pragmatic competence is their "ability to act and interact by means of language". Socio-pragmatic knowledge describes knowledge of the target language community's social rules, appropriateness norms, discourse practices, and accepted behaviors, whereas pragmalinguistic knowledge encompasses the linguistic tools necessary to "do things with words" for example, producing comprehensible discourse, making requests, surrendering a turn in a conversation, and so forth. Both components of pragmatic competence are equally necessary: language users who know target language socio-pragmatic norms but have no pragmalinguistic tools at their disposal are prevented from even participating in interaction. Conversely, users who command a range of pragmatic linguistic tools but

use them unconstrained by socio-pragmatic rules may unwittingly give offense, index roles and stances they do not intend to convey, or be entirely incomprehensible.

Because of the connection between socio-pragmatics and pragmatic linguistics, it is often difficult in practice to determine whether a given error was due to pragmatic linguistic or socio-pragmatic deficits. Pragmatics tests mostly have focused on one or the other aspect of pragmatic competence and can be classified as oriented more toward the socio-pragmatic end (testing appropriateness in the context of social relationships) or the pragmatic linguistic end (testing linguistic forms necessary to achieve communicative ends). In this scope, speech acts have attracted the researchers a lot and "there has been some assessment of implicatures, routines, and judgment of appropriateness" McNamara & Roever (Kasper, 2001)

Hudson, Detmer, and Brown's (1992, 1995) took the theoretical framework underlying CCSARP and its methodological approach as the starting point for their own test battery. They focused on politeness and directness levels and employed five different test instruments to measure ESL learners' knowledge of the speech acts request, apology, and refusal:

- a. Oral DCTs, where test takers spoke their utterance into a microphone.
- b. Traditional written DCTs, where they wrote 'what they would say'.
- c. Multiple choice DCTs, where they marked the appropriate utterance for a given situation among three response options.

- d. Role plays, where they produced a request, apology, and refusal in the same inter-action with a role play conductor.
- e. Self-assessments where they evaluated their own performance on the DCTs and the role plays.

All instruments (except the self assessments) were designed around high / low set-tings of the contextual variables Power, Social Distance, and Imposition (Brown & Levinson, 1987), rendering eight different combinations of context variables. The test was specifically designed for L1 Japanese learners of English, and trialed with 25 partici-pants. Raters assessed test taker performance on six dimensions: ability to use the correct speech act, formulaic expressions, amount of speech used and information given, formality, directness, and politeness. They used a five-step scale from ‘very unsatisfactory’ to ‘completely appropriate’.

2.9 Review of Previous Studies

There are some preview studies related to this research. First, Amatullah Nabilah “Apology Strategies Expressed By The Characters In The Proposal Movie”. This research focuses on the apology strategies, namely the ways of expressing apologies and the social functions of the apologies in “The Proposal” movie. Descriptive research is applied to investigate the phenomenon of apology. The data were verbal and nonverbal apology expressions taken from the English transcript of the movie. The researcher found 32 data containing apology expressed by the

characters. An expression of regret comes as the dominant strategy, direct apologies are expressed more than the indirect ones and assuaging the addressee's wrath is the most dominant function of the apologies. Even though making mistakes or offence is unavoidable in human communication, by expressing an apology, the speaker will be able to minimize its effect, solve the problem, and restore the threatened relationship.

Second, Ibrahim Fathi Huwari "A study of Apology Strategies in English: A case study on Jordanian and Asian Undergraduate Students at Zarqa University". The findings in this study introduced the similarities and differences of the apologizing strategies used by Jordanian undergraduate students and Asian undergraduate students. It was found that the most frequently apology strategies used among the Jordanian and the Asian participants were account, and compensation. The finding also showed that gratitude was less used among Asian participants when apologizing by equal and lower status person.

In this regard, the findings of this study are expected to be used in intercultural comparisons studies. This research hopes that tutors should be aware of their own culture and the cultures of their students to make this cultural training more successful. Learners should learn apologizing strategies in such a way to capture their semantics meaning as well as pragmatic use in order to employ them appropriately.

Third, Raed Latif Ugla "A Study of Apology Strategies Used by Iraqi EFL University Students". The results showed different kinds of apology strategies used by Iraqi EFL students. A new classification of apology strategies was provided in this

study. The results of the study showed that Iraqi EFL students used a variation of apology strategies, they were well aware of how to use adequate apology forms to meet the requirements of specific situations and relationships, and they felt the need for explaining and avoiding interpretation of their response as an apology.

Fourth, Mariette Wahyuningsih Montgomery “Apology Strategies In *Scream Queens* (2015)” . The aim of this thesis was to investigate and identify apology strategies proposed by Cohen and Olshtain (1983) and its combinations in television series *Scream Queens* (2015), as a television series that illustrates how U.S. college students apologized. It demonstrated how college students used the combinations of apology strategies as a form of speech acts realization. The data used in this research were utterances of *Scream Queens* (2015) season 1. The apologies found in the television series were classified based on the apology strategies proposed by Cohen and Olshtain (1983) which consisted of: Expression of Apology (EA), Explanation of Account (EAc), Offer of Repair (OR), Acknowledgement Responsibility for Offense (ARO), and Promise of Forbearance (PF). Each apology speech act was classified based on the first strategy used. Utterances with two or more apology strategies were then identified and classified again according to the combinations. In this research, the total of apology strategies found throughout their data source was 124. The most used apology strategy was EA with 59 utterances. There were 26 combinations and 4 standalone apology strategies in the television series. The most used combination was EA-EAc with 21 utterances. While the most used standalone apology strategy was EAc with 34 utterances.

The last, Ratnasari “The Strategy of Apology used by the Characters in the “Stuart Little 2” Movie”. The research method of the research was descriptive. The research design was the content analysis which was applied the descriptive qualitative method. The subject of this research was “Stuart Little 2” movie. The data of this research were taken from the verbal and nonverbal as shown by the speakers to support their apology. The data collection of this research was documentary technique by obtaining the data from the movie scripts, notes or even pictures of the characters in “Stuart Little 2” Movie. The last, the data analysis of this research was based on Trosborg’s theory of apology strategies. The results of data analysis showed that the apology strategies that were used in the “Stuart Little 2” movie were acknowledgment of responsibility, explicit acceptance of the blame, expression of lack intent, explanation or account, explicit explanation, explicit acknowledgment, offer of repair, expression of apology, expression concern for hearer, minimizing offense, querying precondition, expression of regret and expression of self deficiency. And there are five types of formal structure that triggered people in delivering their apologies and mostly the formal patterns belonging to the types of declarative sentence that give statement or information such as explanation.

2.10 Framework for Investigating Apology Strategies

From the theoretical review and study in this study, it is concluded that the framework for the process and the key points used in this study to answer the research questions is described as follows.

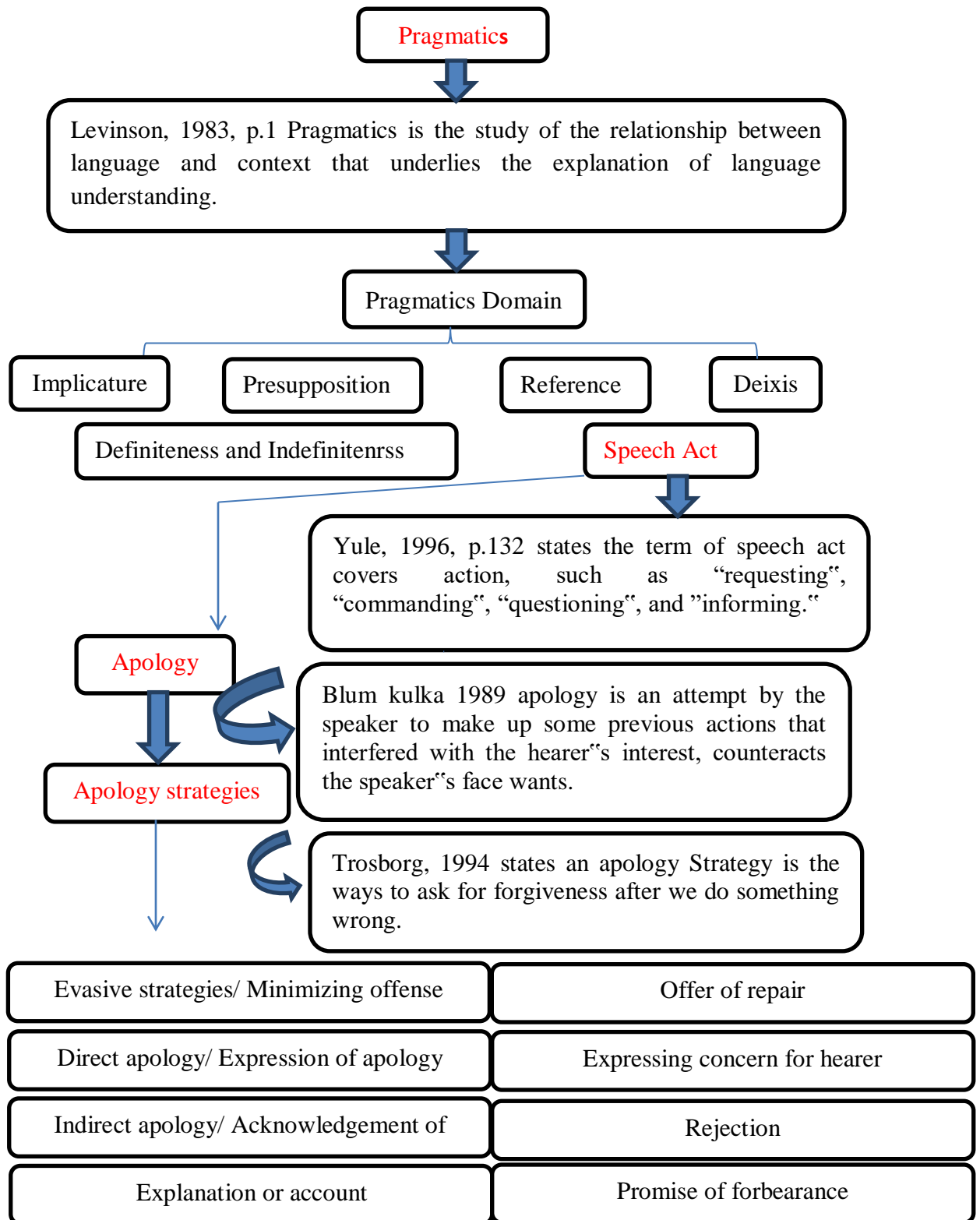


Figure. 2. Framework for Investigating Apology Strategies

From the framework for an apology investigation strategy above, the theories used in this study are described. In this work the context the strategy of apology is derived from the pragmatic outline which is defined as the study of the relationship between language and context that underlies the explanation of language understanding (Levinson, 1983, p.1 Pragmatics). In pragmatics there are four divisions, one of which is speech with the understanding of the term of speech act that covers actions, such as "requesting", "commanding", "questioning", and "informing" (Yule, 1996, p.132). The apology described by Blum Kulka 1989, as an attempt by the speaker to make up some previous actions that interfered with the hearer's interest, counteracts the speaker's face wants and ends with strategy apology as a point of this research using Trosborg theory, (1994) which states that an apology strategy is the ways to ask for forgiveness after we do something wrong so that it makes it easy to find out the purpose of this study, especially in the review of literature.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with research methods covering research design, research site, research participants, instruments used for data collection and data analysis. A more detailed description of each is given below:

3.1 Research Design

This study used qualitative approach which discusses some facts that help and explain social phenomena that are carried out without consulting.

“According to Creswell in his book Educational Research qualitative research type of research in which researchers depend heavily on information from the object / participant in: a broad discussion space, questions that support the general, collect data which consists mainly of words / texts from participants, explain and analyzing words and doing research subjectively”. (Creswell, 2008, p.46).

“According to Gay (2006, p.399) qualitative research is the collection, analysis, and interpretation of narratives that are supported on visual data to gain insight into certain interesting phenomena”.

The strategy that was applied in this research was a case study which according to Creswell (2010, p.20) is a research strategy that involves research, events, activities, processes, or a collection of individuals. Cases are agreed upon by time and activity, and the researcher collects complete information using various data

collection procedures based on a predetermined time. Creswell further revealed several characteristics of a case study as in the following:

- ✓ Identify "cases" for a study.
- ✓ This case is a "system that is needed" by time and place.
- ✓ Case studies use various sources of information in gathering data to provide a complete and in-depth overview of responses from an event.
- ✓ By using case studies, researchers will "spend time" in considering the context or setting for a case.

Based on the above points, it is clear that the case study is an exploration of "a system that discusses" or "a case / various cases" which from time to time through data collection that contains various sources of "rich" information in various relationships. The system here is based on time and place that can be reviewed from programs, events, activities or individuals. In other words, case studies are research that find certain phenomena (cases) in a certain time and activities (programs, events, processes, associations or social groups, as well as collecting complete and in-depth information using various data collection procedures over a certain period of time..

Theoretically, there are reasons for taking a qualitative study. First, the selection of qualitative studies because of natural questions from a research. In qualitative research, research questions are sometimes preceded by the words 'how' or 'what' so that from the start a topic will be seen that will discuss what will happen. Second, the selection of qualitative studio considers topics that need to be developed.

The point is the variables in this study. There are no theories to explain participant habits or studio studies and theories that need to be developed.

Third, qualitative research is used because it is necessary to review the complete discussion topic. Placing, choosing to support individuals in their natural settings. Fifth, Choosing a qualitative study chooses interests in writing literature. Sixth, qualitative studies are used because they have enough time to complete and manage the data in the field and analyze text information. Seventh, the reason for choosing qualitative search is because the researcher has an audience who is willing to accept qualitative research. Eighth, and finally discussing about the assistance for researchers who act as active learners to discuss participants from experts who can only discuss about participants.

3.2 Research Site

The research was conducted at Institut Pendidikan Tapanuli Selatan Padangsidempuan toward the sixth semester students of English Education. The institute is located on Sutan Muhammad Arif Street, Kel. Batang Ayumi Jae 22711 Padangsidempuan. The reason researcher chose this location was because it is closer to where she lives, is easily accessible and economical. In addition, because the students at Institut Pendidikan Tapanuli Selatan are students who have learned the focus of the study.

3.3 Participants

Participants are subjects who are involved in the mental and physical activities and who respond to activities carried out in the teaching-learning process and support the achievement of objectives and are responsible for their findings. There were 5 participants in this study selected using purposive sampling technique taken from two English language classes at Institut Pendidikan Tapanuli Selatan Padangsidimpuan.

The participants in this study were determined by using purposive sampling technique; namely, the method of selecting participants in research by determining in advance who will be included in the study, while participants who are selected could provide useful information (Burn & Grove, 2012). The criteria for being participants in this study were: participants who had researched the materials to deal with, willing to become participants in research, and are able to respond to the questions that would be asked accordingly.

3.4 Data Collection Techniques

Data collection methods are methods that can be used by researchers to collect data. The technique of pointing to words is abstract and is not manifested in objects, but can only be seen through: observation and examination. Researchers can use one or a combination of techniques depending on the problem taken or accepted. The activity of collecting data in principle is an activity using predetermined methods and instruments. Data collection is determined as a process or activity carried out by

researchers to uncover or collect various phenomena, information or research locations in accordance with research.

In practice, data collection is done through quantitative and qualitative research. In qualitative research methods, data are usually collected with several qualitative data collection techniques; namely, a). interview, b). observation, c). documentation, and d). focused discussion (Focus Group Discussion).

In this study, data collection technique used was DCT (Discourse Completion Test) which is like interview but designed in a written form.

3.5 Data Analysis Technique

Data analysis is the process of systematically searching and compiling data obtained from interviews, observations, and documentation, by organizing data into categories, describing into units, synthesizing, organizing into patterns, choosing which ones are important and which will be learn, and make conclusions so that they are easily understood by themselves and others. Data analysis in qualitative research is carried out since before entering the field, also in the field and after completion in the field.

An interactive model in data analysis is shown in the figure below:

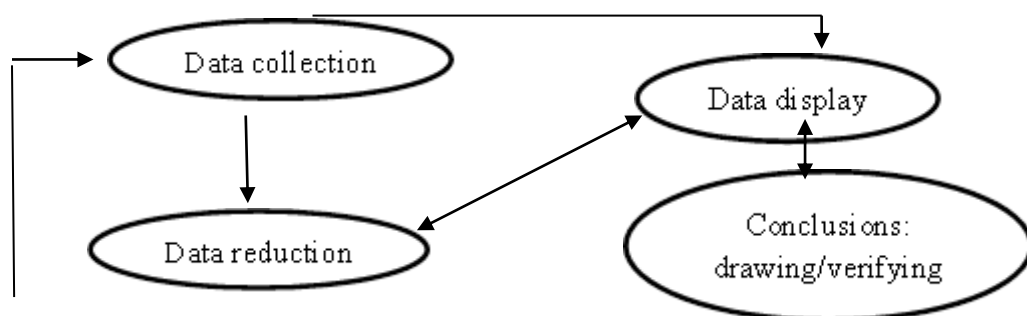




Figure 3. Components in data analysis (interactive model)

Figure 3 shows the steps taken in data analysis according to Matthew B. Miles and A. Michael Huberman (2009, p.16-21) which are as follows:

1. Data Reduction as a process of selecting, focusing, paying attention, simplifying, abstracting, and transforming rough data that arises from field notes, so that the data gives a clearer picture of the results of observations, interviews, and documentation. In this stage, researcher summarizes, selects and records important data obtained from the field. The data obtained come from the result of interviews conducted by researcher with participants.
2. Data Display (data presentation), which is a collection of information arranged gives the possibility of drawing conclusions and taking action. In qualitative research the data presentation is carried out in the form of brief descriptions, charts, tables, graphs, pictograms, and the like. Through the presentation of these data, the data is organized so that it will be more easily understood; Data collection, Data reduction, Data display and Conclusions: drawing/verifying. In this stage, researcher presents data derived from the result of interviews that have been reduced in the form of narrative text. The data are presented through the findings of the study.

3. Conclusion Drawing or Verification, the researcher makes conclusions based on data that have been processed through data reduction and display. The conclusion drawn is temporary and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusions raised at an early stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusions presented are credible conclusions. In this stage, researcher draws conclusion from data that has been reduced and that has been presented in the result of the study.

Table 1
The blue print of DCT (Discourse Completion Test)

Situations
1. Come late to enter class (datang terlambat/ terlambat masuk kelas)
2. Too late to submit the assignments to the Lecturer (terlambat menyerahkan tugas kepada Dosen)
3. Overdue returning a book / loan to a friend (terlambat mengembalikan buku/ pinjaman ke teman)
4. Do not keep the appoinment to discuss with a friend (tidak menepati janji untuk berdiskusi dengan teman)

A. Student-Lecturer (situation 1 and 2)

1. If you come late to enter class. How do you describe your expression in an apology? (Jika kamu datang terlambat untuk masuk kelas. bagaimana kamu menggambarkan ekspresi kamu dalam permintaan maaf?)

- a. If the lecturer is a senior male lecturer (Jika dosennya adalah dosen laki-laki lebih tua)
 why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)
 - b. If the lecturer is a senior female lecturer (Jika dosennya adalah dosen perempuan lebih tua)
 why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)
 - c. If the lecturer is a junior male lecturer (Jika dosennya adalah dosen laki-laki muda)
 why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)
 - d. If the lecturer is a junior female lecturer (Jika dosennya adalah dosen perempuan muda)
 why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)
2. If you are late to submit the assignments to the lecturer. how do you describe your expression in an apology? (jika kamu terlambat menyerahkan tugas kepada Dosen. Bagaimana kamu menggambarkan ekspresi kamu dalam permintaan maaf)
- a. If the lecturer is a senior male lecturer (Jika dosennya adalah dosen laki-laki lebih tua)

why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

- b. If the lecturer is a senior female lecturer (Jika dosennya adalah dosen perempuan lebih tua)

why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

- c. If the lecturer is a junior male lecturer (Jika dosennya adalah dosen laki-laki muda)

why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

- d. If the lecturer is a junior female lecturer (Jika dosennya adalah dosen perempuan muda)

why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

B. Student-Student (situation 3 and 4)

3. If you are overdue returning a book/loan to a friend how do you describe your expression in an apology? (Jika kamu terlambat mengembalikan buku/ pinjaman ke teman. Bagaimana kamu menggambarkan ekspresi kamu dalam permintaan maaf)

- a. If your friend is a senior male friend (Jika teman kamu adalah teman laki-laki lebih tua)

why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

- b. If your friend is a senior female friend (Jika teman kamu adalah teman perempuan lebih tua)

why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

- c. If your friend is a junior male friend (Jika teman kamu adalah teman laki-laki muda)

why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

- d. If your friend is a junior female friend (Jika teman kamu adalah teman perempuan muda)

why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

- e. If your friend is a coeval male friend (Jika teman kamu adalah teman laki-laki sebaya)

why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

- f. If your friend is a coeval female friend (Jika teman kamu adalah teman perempuan sebaya)

why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

4. If you did not keep the appointment to discuss with a friend, how do you describe your expression in an apology? (jika kamu tidak menepati janji untuk berdiskusi dengan teman). bagaimana kamu menggambarkan ekspresi kamu dalam permintaan maaf)
- a. If your friend is a senior male friend (Jika teman kamu adalah teman laki-laki lebih tua)
why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)
 - b. If your friend is a senior female friend (Jika teman kamu adalah teman perempuan lebih tua)
why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)
 - c. If your friend is a junior male friend (Jika teman kamu adalah teman laki-laki muda) why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)
 - d. If your friend is a junior female friend (Jika teman kamu adalah teman perempuan muda)
why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)
 - e. If your friend is a coeval male friend (Jika teman kamu adalah teman laki-laki sebaya)

why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

- f. If your friend is a coeval female friend (Jika teman kamu adalah teman perempuan sebaya)

why do you describe the expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings of the study and discussion. First, the findings include apology strategies table used by English education students to answer the first research question based on the Trosborg apology theory. Second, the researcher presents the reasons why an apology strategy is used in each situation as the answer to the second research question in detail. The chapter ends with discussion section that interprets the findings of the study.

4.1 Findings

After analyzing the responses given by students of English education regarding the strategy of apologizing, The researcher then classified the situation contained in the specific apology strategy and its function for each sub-strategy. Through this table, we can find out what strategies are more appropriate to respond to the situation and its reasons. The researcher knows that the participants used many strategies in their apologies, such as expressions of remorse, apologies, explanations, increased offers, and other strategies.

Below is a table that displays the distribution of apology strategies, sub-strategies and the number of utterances used by participants in all situations. This study employed the apology strategies provided by Holmes (1990). Holmes (1990) categorizes the apology strategies in four super strategies with eight sub-categories:

Table 2
The Distribution of Students' Apology Strategies

Category of Apology strategy	Sub-Category/ function
1. Evasive strategies/ Minimizing offense	a. Minimizing b. Querying precondition c. Blaming someone else
2. Direct apology/ Expression of apology	a. Expression of regret b. Offer of apology c. Request for forgiveness
3. Indirect apology/ Acknowledgement of responsibility	a. Implicit acknowledgment b. Explicit acknowledgment c. Expression of lack of intent d. Expression of self deficiency e. Expression of embarrassment f. Explicit acceptance of the blame
4. Explanation or account	a. Implicit explanation b. Explicit explanation
5. Offer of repair	a. Repair b. Compensation
6. Expressing concern for hearer	-
7. Rejection	a. Explicit denial of responsibility b. Implicit denial of responsibility c. Justification d. Blaming someone else
8. Promise of forbearance	-

From the table above, it is clear that there are eight apology distribution strategies with each sub and the researcher would find out what strategies English students used to respond to the situation in questions. It is known that there are many strategies in students apologies, such as expressions of regret, apologies, explanations, offer improvements, and other strategies.

4.1.1 The Apology Strategy Used by English Education Students at IPTS

It was found that the participants of the study used different strategies in their apologies, such as expressions of remorse, apologies, explanations, offering improvements, and other strategies. Below is a table that displays the all situations to describe their expressions about apology strategy.

Table 3
The all situations

1. Come late to enter class (datang terlambat/ terlambat masuk kelas)
2. Too late to submit the assignments to the Lecturer (terlambat menyerahkan tugas kepada Dosen)
3. Overdue returning a book / loan to a friend (terlambat mengembalikan buku/ pinjaman ke teman)
4. Do not keep the appointment to discuss with a friend (tidak menepati janji untuk berdiskusi dengan teman)

A. Student-Lecturer (situation 1 and 2)

Situation 1 Part A

In the first situation of Part A (if the lecturer is a senior male lecturer) P1 used direct apology/ expression of apology (expression of regret) with the expression, *“sorry sir! I came late 10 minutes, let me in, please!”*. It can be concluded that this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of

apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the first situation of Part A (if the lecturer is a senior male) P2 used explanation or account (explicit explanation) with the expression *"I am so sorry mom, I came late because some problems in my house. My mother's sick. So, I must cook for my family in the morning, I hope you are not angry to me. I am sorry very much, please!".* It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the first situation of Part A (if the lecturer is a senior male lecturer) P3 used indirect apology/ acknowledgement of responsibility (explicit acknowledgment) with the expression *"I am so sorry sir, it is my fault. I came late to your class I hope sir apologize me".* It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the first situation of Part A (if the lecturer is a senior male lecturer) P4 used explanation or account (explicit explanation) with the expression *"I apologize sir, I come late to enter this class because my motorcycle is stall in the way and I must bring it to workshop".* It can be concluded that this apology strategy, the complainant

might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the first situation for part A (if the lecturer is a senior male lecturer) P5 used explanation or account (explicit explanation) with the expression “*I apologize sir, I came late because I must pray first. Is it ok, if I come in to this class?*”. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the first situation of Part A (if the lecturer is a senior male lecturer) P6 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression “*I am sorry sir, I came late to enter this class, because I go to canteen I am hungry*”. It is the strategy in which the complainant tries to describe his/her role in what has happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the first situation of Part A (if the lecturer is a senior male) P7 used direct apology/ expression of apology (expression of regret) with the expression “*sorry sir! I came late may I enter this class and, please!*”. It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the first situation of Part A (if the lecturer is a senior male) P8 used explanation or account (explicit explanation) with the expression “*I am sorry sir, I come late to enter this class I have reason why I come late because, just now a lecturer called me to his room study, this my fault*”. It can be concluded that this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the first situation of Part A (if the lecturer is a senior male lecturer) P9 used explanation or account (explicit explanation) with the expression “*I am sorry sir, I come late to enter this class because, last night I stay up to finish my homework. So, I*

wake up late in this morning. May I enter to this class sir". It can be concluded that this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

So, for the first situation in part A in this study students used three strategies with their respective sub strategies; namely, direct apology/ expression of apology twice in P1 and P7, indirect apology/ acknowledgement of responsibility twice in P3 and P6 and explanation or account five times in P2, P4, P5, P8 and P9. The strategy most often used is explanation or account as many as four times in a situation. The following are examples of expressions used by students for the situation.

"Sorry sir! I came late 10 minutes, let me in, please!" (direct apology/ expression of apology)

"I am so sorry sir, it is my fault. I came late to your class I hope sir apologize me" (indirect apology/ acknowledgement of responsibility)

"I am sorry sir, I come late to enter this class because, last night I stay up to finish my homework. So, I wake up late in this morning. May I enter to this class sir" (explanation or account)

Situation 1 Part B

In the first situation of Part B (if the lecturer is a senior female lecturer) P1 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *"sorry mom, I came late because, I have a problem. May I sit, please!"*. It is the strategy in which the complainant tried to describe his/her role

in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expresses that he did not have intention to commit the offense).

In the first situation of Part B (if the lecturer is a senior female lecturer) P2 used explanation or account (explicit explanation) with the expression “*good morning Mrs. I apologize to you because I come late today. When I am going from my house my motorcycle was broke. So, I must repair it. May I enter now Mrs.? please!*”. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the first situation of Part B (if the lecturer is a senior female lecturer) P3 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression “*i am so sorry mom, I did not want to come late to your class. But, it is ok totally my fault. I am sorry mom. May I join with your class again mom, please!*”. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the first situation of Part B (if the lecturer is a senior female lecturer) P4 used explanation or account (explicit explanation) with the expression *“I apologize mom, I came late to enter this class. Because, my mother’s sick and I must cook food to her”*. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the first situation of Part B (if the lecturer is a senior female lecturer) P5 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“mom, I apologize I come late, just now I have lunch and it must be stand in line. Mai I enter to this class miss?”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the first situation of Part B (if the lecturer is a senior female lecturer) P6 used direct apology/ expression of apology (expression of regret) with the expression *“sorry mom, I do not see clock. I forget”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology,

or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the first situation of Part B (if the lecturer is a senior female lecturer) P7 used direct apology/expression of apology (expression of regret) with the expression *“I am sorry mom, I came late. May I enter to this class mom, please!”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant uses the common form to express his or her regret by using some terms such as really, terribly and so on).

In the first situation of Part B (if the lecturer is a senior female lecturer) P8 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry mom, I come late just now I had manage so, I come late to your class mam I went to dormitory took my book after your lesson come mom”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their

action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the first situation of Part B (if the lecturer is a senior female lecturer) P9 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“excuse me mom, may I come to the class miss? I am sorry to come late I do not want it because there is no a bus”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

So, for the first situation of Part B in this study students used three strategies with their respective sub strategies; namely, direct apology/expression of apology twice in P6 and P7, indirect apology/ acknowledgement of responsibility five times in P1, P3, P5, P8 and P9 and explanation or account twice in P2 and P4. The strategy most often used was indirect apology/acknowledgement of responsibility as many as five times in situation. The following are examples of expressions used by students in the situation.

“sorry mom, I do not see clock. I forget” (direct apology/ expression of apology)

“i am so sorry mom, I did not want to come late to your class. But, it is ok totally my fault. I am sorry mom. May I join with your class again mom, please!”. (indirect apology/ acknowledgement of responsibility)

“good morning Mrs. I apologize to you because I come late today. When I am going from my house my motorcycle was broke. So, I must repair it. May I enter now Mrs.? please!”.
(explanation or account).

Situation 1 Part C

In the first situation of Part C (if the lecturer is a junior male lecturer) P1 used direct apology/expression of apology (expression of regret) with the expression *“excuse me sir, may I enter in your class, please”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant uses the common form to express his or her regret by using some terms such as really, terribly and so on).

In the first situation of Part C (if the lecturer is a senior male lecturer) P2 used indirect apology/acknowledgement of responsibility (expression of embarrassment) with the expression *“I will say sweet expression to him, like this oh, my handsome sir I come late because I must look perfect in front of you also I love you. Please do not*

angry”. It is the strategy in which the complainant tried to describe his/her role in what has happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. It is the type in which the complainant showed that he felt embarrassed for the offense.

In the first situation of Part C (if the lecturer is a junior male lecturer) P3 used explanation or account (explicit explanation) with the expression “*sorry Mr. Z I come late to your class I have a problem with my transportation. I hope you forgive me*”. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the first situation of Part C (if the lecturer is a junior male lecturer) P4 used explanation or account (explicit explanation) with the expression “*I apologize Mr. I come late to enter this class because I must pray and as muslim better do it on time as obligatory*”. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the first situation for part C (if the lecturer is junior male lecturer) P5 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression “*sir, I come late I am so sorry. As we know the weather bad. It is rain sir and I do not have a umbrella. May I enter this class?*”. It is the strategy in which the complainant tries to describe his/her role in what has happened and whether or not he/she was responsible. The complainant chooses to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers can implicitly or explicitly claim to be responsible for their action. The speakers also usually blame themselves. This strategy is aimed to give support to the hearer (the complainant expressed that he does not have intention to commit the offense).

In the first situation of Part C (if the lecturer is a junior male lecturer) P6 used direct apology/ expression of apology (expression of regret) with the expression “*I am very sorry sir, I came late, please do not mad me*”. It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the first situation for part C (if the lecturer is a junior male lecturer) P7 used direct apology/ expression of apology (expression of regret) with the expression “*I am sorry sir, I came late, may I enter to this class and join you, please*”. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the first situation for part C (if the lecturer is a junior male lecturer) P8 used explanation or account (explicit explanation) with the expression “*I am sorry sir, I came late to this class because I am from library*”. It can be concluded that this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the first situation of Part C (if the lecturer is a junior male lecturer) P9 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression “*I am sorry sir, this is my fault I came late to your class. May I join*”.

you sir?”. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

So, for the first situation in Part C in this study students used three strategies with their respective sub strategies, namely, direct apology/ expression of apology three times in P1, P6 and P7, indirect apology/ acknowledgement of responsibility three times in P2, P5 and P9 and explanation or account three times and also in P3, P4 and P8. The strategy most often used was the same. The following are examples of expressions used by students in the situation.

“I am sorry sir, I came late, may I enter to this class and join you, please” (direct apology/ expression of apology)

“I am sorry sir, this is my fault I came late to your class. May I join you sir? . (indirect apology/ acknowledgement of responsibility)

“I am sorry sir, I came late to this class because I am from library” (explanation or account)

Situation 1 Part D

In the first situation of Part D (if the lecturer is a junior female lecturer) P1 used direct apology/ expression of apology (expression of regret) with the expression *“excuse me miss, I come late 5 minutes. Would you let me in, please!”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally

accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the first situation of Part D (if the lecturer is a junior female lecturer) P2 used explanation or account (explicit explanation) with the expression *“I will reason, I am sorry miss, I come late for a long time because before go to here, I have stomach ache and I must go to the toilet 3 minutes I hope you understand me, thank you”*. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the first situation of Part D (if the lecturer is a junior female lecturer) P3 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am sorry Mrs. N, I came late to your class. It is my fault. I hope you understand about my situation. I am so sorry Miss”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the first situation of Part D (if the lecturer is a junior female lecturer) P4 used indirect apology/ acknowledgement of responsibility (explicit acknowledgment) with the expression *“I apologize Miss. I came late to enter this class because I have agenda with my ustadzah”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the first situation of Part D (if the lecturer is a junior female lecturer) P5 used indirect apology/ acknowledgement of responsibility (explicit acknowledgment) with the expression *“miss, I am sorry, I come late to your class because I leave my book in dormitory. So, I must take it first. I am so sorry miss”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the first situation of Part D (if the lecturer is a junior female lecturer) P6 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am very terrible sorry mom, because traffic jam. It is my fault”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the first situation of Part D (if the lecturer is a junior female lecturer) P7 used direct apology/ expression of apology (expression of regret) with the expression “*say salam then I am sorry miss, I came late to enter this class. May I join with you miss?*”. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant uses the common form to express his or her regret by using some terms such as really, terribly and so on).

In the first situation of Part D (if the lecturer is a junior female lecturer) P8 used promise of forbearance, with the expression “*I am sorry mom, I came late to enter this class. I promise not to be like that anymore*”. It can be concluded that in this apology strategy, the complainant took responsibility by expressing regret, and he/she would be expected to behave in a consistent fashion and not immediately to repeat the act for which he/she had just apologized. The complainant promised either never to do the same mistake or to improve his behavior. The utterance is often signaled by the word 'promise'. In this case, an apology is not only related to the violations that have been done but also related to the behavior in the future. This speech act apology contains a commitment from the speaker not to repeat his action.

In the first situation of Part D (if the lecturer is a junior female lecturer) P9 used explanation or account (explicit explanation) with the expression *“mom, I came late to your class. I am so sorry because my mother`s sick so I must keep her in hospital”*. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

So, for the first situation of Part D in this study students used four strategies with their respective sub strategies; namely, direct apology/ expression of apology twice in P1 and P7, indirect apology/ acknowledgement of responsibility four times in P3, P4, P5 and P6 and explanation or account twice and also in P2 and P9, the last promise forbearance in P8. The strategy most often used was indirect apology/ acknowledgement of responsibility as many as four times. The following are examples of expressions used by students in the situation.

“excuse me miss, I come late 5 minutes. Would you let me in, please!” (direct apology/ expression of apology)

“I am sorry Mrs. N, I came late to your class. It is my fault. I hope you understand about my situation. I am so sorry Miss” (indirect apology/ acknowledgement of responsibility)

“I will reason, I am sorry miss, I come late for a long time because before go to here, I have stomach ache and I must go to the toilet 3 minutes I hope you understand me, thank you”
(explanation or account)

“I am sorry mom, I came late to enter this class. I promise not to be like that anymore”.
(promise forbearance)

Situation 2 Part A

In the second situation of Part A (if the lecturer is a senior male lecturer) P1 used direct apology/ expression of apology (expression of regret) with the expression, *“sorry sir! I am late to submit my assignment, please do not be mad me”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the second situation of Part A (if the lecturer is a senior male lecturer) P2 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression *“excuse me Mr. I can not give my task on time, my computer was broke and I can not print my task. So, may I give you tomorrow?”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the

hearer (the complainant expressed that he did not have intention to commit the offense).

In the second situation of Part A (if the lecturer is a senior male lecturer) P3 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“excuse me sir. Firstly I apologize to you sir because. I am late to submit my assignment I am not 100% understand about the assignment. So I need long time to do it”*. It is the strategy in which the complainant tries to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the second situation of Part A (if the lecturer is a senior male lecturer) P4 used explanation or account (explicit explanation) with the expression *“I apologize sir, i ma late to submit my assignment because last night my uncle died”*. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the second situation of Part A (if the lecturer is a senior male lecturer) P5 used explanation or account (explicit explanation) with the expression *“I apologize sir, I am late to submit my assignment because I am sick and must be stay 3 night in hospital”*. It can be concluded that in this apology strategy, the complainant might try

to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the second situation of Part A (if the lecturer is a senior male lecturer) P6 used direct apology/ expression of apology (expression of regret) with the expression, *“I am sorry sir I am late to submit my assignment to you”*. It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the second situation of Part A (if the lecturer is a senior male lecturer) P7 used direct apology/ expression of apology (expression of regret) with the expression, *“I am sorry sir I am late to submit my assignment to you. What can I do now sir?”*. It can be concluded that in this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an

expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the second situation of Part A (if the lecturer is a senior male lecturer) P8 used direct apology/ expression of apology (expression of regret) with the expression, *“I am sorry sir I am late to submit my assignment to you. May I collect it tomorrow sir??”*. It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the second situation of Part A (if the lecturer is a senior male lecturer) P9 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry sir, I did not bring my assignment today. Because, my computer was broke”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim

to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

So, for the second situation of Part A in this study students used three strategies with their respective sub strategies; namely, direct apology/ expression of apology four times in P1, P6, P7 and P8, indirect apology/acknowledgement of responsibility three times in P2, P3 and P9 and explanation or account twice in P4 and P5. The strategy most often used was direct apology/expression of apology as many as four times. The following are examples of expressions used by students in the situation.

“sorry sir! I am late to submit my assignment, please do not be mad me” (direct apology/ expression of apology)

“excuse me Mr. I can not give my task on time, my computer was broke and I can not print my task. So, may I give you tomorrow?” (indirect apology/ acknowledgement of responsibility)

“I apologize sir, i ma late to submit my assignment because last night my uncle died”.
(explanation or account)

Situation 2 Part B

In the second situation of Part B (if the lecturer is a senior female lecturer) P1 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am sorry mom, I am late to submit my assignment because I forgot to do it. It is my fault”*. It is the strategy in which the complainant tried to

describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the second situation of Part B (if the lecturer is a senior female lecturer) P2 used explanation or account (explicit explanation) with the expression *“I am so sorry mom, I know you will be angry to me because I am late to submit my assignment because, I am sick and I must go to the hospital first to check up then I come here”*. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the second situation of Part B (if the lecturer is a senior female lecturer) P3 used explanation or account (explicit explanation) with the expression *“excuse me mom, I apologize to submit my assignment late because, I am not good today I have a problem about my teeth. I hope you understand about my situation. I am so sorry mom”*. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the second situation of Part B (if the lecturer is a senior female lecturer) P4 used explanation or account (explicit explanation) with the expression *“I am sorry*

mom, I am late to submit my assignment because, I am sick". It can be concluded that this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the second situation of Part B (if the lecturer is a senior female lecturer) P5 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression "*I am sorry mom, I am late to submit my assignment because, my computer was broken*". It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the second situation of Part B (if the lecturer is a senior female lecturer) P6 used direct apology/expression of apology (expression of regret) with the expression "*I am sorry mom, I have many homework*". It can be concluded that in this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may

be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the second situation of Part B (if the lecturer is a senior female lecturer) P7 used direct apology/ expression of apology (expression of regret) with the expression *“say salam, excuse me mom, I am so sorry I am late to submit my assignment. What I can do now mom, please!”*. It can be concluded that in this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the second situation of Part B (if the lecturer is a senior female lecturer) P8 used direct apology/ expression of apology (expression of regret) with the expression *“I am sorry mom, you can give me punishment”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and

it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on)

In the second situation of Part B (if the lecturer is a senior female lecturer P9 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“this is my fault, I did not bring my assignment. I am sorry mom”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

So, for the second situation of Part B in this study students used three strategies with their respective sub strategies; namely, direct apology/ expression of apology four times in P5, P6, P7 and P8, indirect apology/acknowledgement of responsibility twice in P1 and P9 and explanation or account three times in P2, and P4. The strategy most often used was direct apology/expression of apology as much as four times in situation. The following are examples of expressions used by students for the situation.

“I am sorry mom, I am late to submit my assignment because, my computer was broken”

(direct apology/ expression of apology)

“I am sorry mom, I am late to submit my assignment because I forgot to do it. It is my fault”.

(indirect apology/ acknowledgement of responsibility)

“I am so sorry mom, I know you will be angry to me because I am late to submit my assignment because, I am sick and I must go to the hospital first to check up then I come here”. (explanation or account)

Situation 2 Part C

In the second situation of Part C (if the lecturer is a junior male lecturer) P1 used direct apology/ expression of apology (expression of regret) with the expression *“I am sorry sir, I am late to submit my assignment, please forgive me”*. It can be concluded that in this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the second situation for part C (if the lecturer is a junior male lecturer) P2 used indirect apology/ acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am sorry my sweet lecturer, I am late to submit my assignment because, I forgot to bring my book and I must take it first to my home then I come back here because I know there is a handsome lecturer”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or

not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the second situation of Part C (if the lecturer is a junior male lecturer) P3 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression “*sir, I am sorry I am late to submit my assignment because I do not understand what can I do about it. I am so sorry sir*”. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the second situation of Part C (if the lecturer is a junior male lecturer) P4 used indirect apology/ acknowledgement of responsibility (explicit acknowledgment) with the expression “*sir, I am sorry I am late to submit my assignment because, yesterday mat assignment wrong and I must do it again*”. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the second situation of Part C (if the lecturer is a junior male lecturer) P5 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression “*I am so sorry sir, I am late to submit my assignment because I did not come yesterday. So, I do not know the title about it. I am so sorry*”.

sir, tomorrow I will give it". It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the second situation of Part C (if the lecturer is a junior male lecturer) P6 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression "*sorry sir, I really want to submitted but, I do not get information about it*". It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the second situation of Part C (if the lecturer is a junior male lecturer) P7 used direct apology/expression of apology (expression of regret) with the expression "*excuse me sir, I am very sorry I am late to submit my assignment. What can I do now sir, please*". It can be concluded that in this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content

here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the second situation of Part C (if the lecturer is a junior male lecturer) P8 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am so sorry sir, I am late to submit my assignment because I have many activities”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the second situation of Part C (if the lecturer is a junior male lecturer) P9 used explanation or account (explicit explanation) with the expression *“I am sorry sir I did not do my task because, I am tired last night I am head ache and I must bought medicine”*. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

So, in the second situation of Part C in this study students used three strategies with their respective sub strategies; namely, direct apology/ expression of apology twice in P1 and P7, indirect apology/ acknowledgement of responsibility six times in P2, P3, P4, P5, P6 and P8 and explanation or account once in P9. The strategy most often used was indirect apology/ acknowledgement of responsibility as much as six times. The following are examples of expressions used by students in the situation.

“I am sorry sir, I am late to submit my assignment, please forgive me” (direct apology/ expression of apology)

“I am sorry my sweet lecturer, I am late to submit my assignment because, I forgot to bring my book and I must take it first to my home then I come back here because I know there is a handsome lecturer”. (indirect apology/ acknowledgement of responsibility)

“I am sorry sir I did not do my task because, I am tired last night I am head ache and I must bought medicine” (explanation or account).

Situation 2 Part D

In the second situation of Part D (if the lecturer is junior female lecturer) P1 used direct apology/ expression of apology (expression of regret) with the expression *“I am sorry mis, today I am late to submit my assignment. I am very sorry”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an

expression of regret, an offer of apology, or a request for forgiveness (complainant uses the common form to express his or her regret by using some terms such as really, terribly and so on).

In the second situation of Part D (if the lecturer is a junior female lecturer) P2 used indirect apology/ acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am sorry my beautiful miss, I am late to submit my assignment because I must go to my father`s office first to ask money”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the second situation of Part D (if the lecturer is a junior female lecturer) P3 used direct apology/ expression of apology (expression of regret) with the expression *“Mrs. I apologize, I am late to submit my assignment. It is about the time miss”*. It can be concluded that in this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the second situation of Part C (if the lecturer is a junior female lecturer) P4 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I apologize miss, I am late to submit my assignment because I forget bring it”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the second situation of Part D (if the lecturer is a junior female lecturer) P5 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“Mrs. I am sorry, I am late to submit my assignment because I have another agenda today miss, is it ok if I give you tomorrow?”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the second situation of Part C (if the lecturer is a junior female lecturer) P6 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry miss, I rushed to come to school so I forgot to bring my assignment”*. It is the strategy in which the complainant tried to describe

his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the second situation of Part D (if the lecturer is a junior female lecturer) P7 used direct apology/expressions of apology (expression of regret) with the expression *“excuse me miss, I am very sorry I am late to submit my assignment. What can I do now miss, please!”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant uses the common form to express his or her regret by using some terms such as really, terribly and so on).

In the second situation for part D (if the lecturer is a junior female lecturer) P8 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“this is my fault, I do not it. I am sorry miss”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and

whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the second situation of Part C (if the lecturer is a junior female lecturer) P9 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *"I am sorry miss, I forgot to bring my assignment"*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

So, in the second situation of Part D in this study students used two strategies with their respective sub strategies; namely, direct apology/ expression of apology three times in P1 and P7 and indirect apology/ acknowledgement of responsibility seven times in P2, P3, P4, P5, P6 , P8 and P9. The strategy most often used was indirect apology/acknowledgement of responsibility as many as seven times. The following are examples of expressions used by students in the situation.

"excuse me miss, I am very sorry I am late to submit my assignment. What can I do now miss, please!" (direct apology/ expression of apology)

“this is my fault, I do not it. I am sorry miss”. (indirect apology/ acknowledgement of responsibility)

Situation 3 Part A

In the third situation of Part A (if your friend is a senior male friend) P1 used direct apology/expression of apology (expression of regret) with the expression, *“hi brother, I am sorry for the delay in returning your book. Please do not be angry to me”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant uses the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation for part A (if your friend is senior male friend) P2 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“brother, this is your book! I get finish to use it. But, I am sorry for you because I overdue return the book, yesterday was rainy. So, I cannot go to your house for give your book. Do not be angry, please! I am sorry”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity.

Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part A (if your friend is a senior male friend) P3 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“brother, this is your book! I do not mean to return your book late. I do not see you tomorrow. I am sorry”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part A (if your friend is a senior male friend) P4 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry brother, I forget to return your book. Please forgive me”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their

action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part A (if your friend is a senior male friend) P5 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“brother, I am sorry I am late to return your book because, I still need it yesterday, please forgive me”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the third situation of Part A (if your friend is a senior male friend) P6 used direct apology/ expression of apology (expression of regret) with the expression *“I am really sorry I am not yet finish read your book. Maybe I return it tomorrow”*. It can be concluded that in this type of apology strategy, the complainant may choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part A (if your friend is a senior male friend) P7 used direct apology/expressions of apology (expressions of regret) with the expression *"I am sorry bro, I overdue returning your book. Please do not be mad me"*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part A (if your friend is a senior male friend) P8 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *"I am sorry brother, I forget to return your book. Please do not mad me"*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part A (if your friend is a senior male friend) P9 used direct apology/ expression of apology (expression of regret) with the expression “*I am really sorry I am not yet finish read your book because, your book very interesting to me. Maybe I return it tomorrow*”. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

So, in the third situation of Part A in this study students used two strategies with their respective sub strategies; namely, direct apology/expression of apology four times in P1, P6, P7 and P9 and indirect apology/acknowledgement of responsibility five times in P2, P3, P4, P5 and P8. The strategy most often used was indirect apology/acknowledgement of responsibility as many as possible in situation. The following are examples of expressions used by students for the situation.

“I am really sorry I am not yet finish read your book. Maybe I return it tomorrow” (direct apology/ expression of apology)

” I am sorry brother. I forget to return your book. Please do not mad me” (indirect apology/ acknowledgement of responsibility)

Situation 3 Part B

In the third situation of Part B (if your friend is a senior female friend) P1 used direct apology/expression of apology (expression of regret) with the expression, *“hi sister, I am sorry for the delay in returning your book. I will be responsible, please accept my apology”*. It can be concluded that in this type of apology strategy, the complainant may choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part B (if your friend is a senior male friend) P2 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“morning sista, this is your book. Thank you but, I have already to give it late. Because, yesterday I went to your house but there was no one there. I am so sorry, please!”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was

aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part B (if your friend is a senior male friend) P3 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression “*this is your book sister, I am sorry I am late to return your book. Please do not be angry to me*”. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part B (if your friend is a senior male friend) P4 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression “*I am sorry sister I forget to return your book because it stays in my home*”. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support

to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part B (if your friend is a senior male friend) P5 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry sister I forget to return your book. Please do not mad me”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part B (if your friend is a senior male friend) P6 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry sister I forget to bring your book. Maybe I give you tomorrow”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support

to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of P part B (if your friend is a senior female friend) P7 used direct apology/ expression of apology (expression of regret) with the expression, *“hi sister, I am sorry for the delay in returning your book, please accept my apology”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part B (if your friend is a senior male friend) P8 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry sister I forget to bring your book, please forgive me”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support

to the hearer (the complainant expressed that he does not have intention to commit the offense).

In the third situation of Part B (if your friend is a senior female friend) P9 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *"I really sorry sister, I read your book not yet. I will return it after I finish to read it, please forgive me"*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admits his mistake explicitly.

So, in the third situation of Part A in this study students used two strategies with their respective sub strategies; namely, direct apology/ expression of apology twice in P1 and P7 and indirect apology/acknowledgement of responsibility seven times in P2, P3, P4, P5, P6, P8 and P9. The strategy most often used was indirect apology/acknowledgement of responsibility as many as seven times in the situation. The following are examples of expressions used by students in the situation.

"Hi sister, I am sorry for the delay in returning your book, please accept my apology" (direct apology/ expression of apology)

"I am sorry sister I forget to bring your book, please forgive me" (indirect apology/ acknowledgement of responsibility)

Situation 3 Part C

In the third situation of Part C (if your friend is a junior male friend) P1 used indirect apology/acknowledgement of responsibility (expression of lack of intent)

with the expression *“hi, Buddy I am sorry to return your book late because I forget. Please, forgive me”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part C (if your friend is a junior male friend) P2 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am very terrible sorry to you. I return your book late. I have many jobs yesterday. I hope you are not angry. I am sorry”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part C (if your friend is a junior male friend) P3 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“it is your book, I am sorry I am later to return it. Sorry”*. It is

the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part C (if your friend is a junior male friend) P4 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry, I have already give the wrong book because our book same”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part C (if your friend is a junior male friend) P5 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry, I forget bring your book. Is it ok?”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and

whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part C (if your friend is a junior male friend) P6 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry, I forget bring your book. Is it ok if I return it two days later?”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part C (if your friend is a junior male friend) P7 used direct apology/ expression of apology (expression of regret) with the expression, *“I am sorry brother. Please do not mad me”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula

generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part C (if your friend is a junior male friend) P8 used direct apology/expression of apology (expression of regret) with the expression, *"I am sorry brother. Please do not mad me"*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part C (if your friend is a junior male friend) P9 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *"I am sorry, I have not finished reading your book, I will give it back. Sorry"*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to

high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

So, in the third situation of Part C in this study students used two strategies with their respective sub strategies; namely, direct apology/ expression of apology twice in P7 and P8 and indirect apology/acknowledgement of responsibility seven times in P1, P2, P3, P4, P5, P6 and P9. The strategy most often used was indirect apology/acknowledgement of responsibility as much as seven times in the situation. The following are examples of expressions used by students in the situation.

"I am sorry brother. Please do not mad me" (direct apology/ expression of apology)

"I am sorry, I have not finished reading your book, I will give it back. Sorry" (indirect apology/ acknowledgement of responsibility)

Situation 3 Part D

In the third situation of Part D (if your friend is a junior female friend) P1 used direct apology/expression of apology (expression of regret) with the expression, *"I am sorry sister. Please do not mad me I have return your book late"*. It can be concluded that in this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression is a routine formula generally

accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part D (if your friend is a junior female friend) P2 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am so sorry sir, it is my fault. You are my best friend, please forgive me”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the third situation of Part D (if your friend is a junior female friend) P3 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“it is your book, I am sorry to return your book late because I forget. Please, forgive me”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part D (if your friend is a junior female friend) P4 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry I forget. Please, forgive me”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part D (if your friend is a junior female friend) P5 used direct apology/expression of apology (expression of regret) with the expression, *“I am sorry your book still in my home. Please, forgive me”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part D (if your friend is a junior female friend) P6 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression "*I am sorry I forget*". It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers can implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part D (if your friend is a junior female friend) P7 used direct apology/expression of apology (expression of regret) with the expression, "*I am sorry. Please, forgive me*". It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part D (if your friend is a junior female friend) P8 used indirect apology/acknowledgement of responsibility (expression of lack of

intent) with the expression *“I am sorry, I forget bring it. Please, do not be mad me”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers can implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part D (if your friend is junior female friend) P9 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry, I forget bring your book. Please, do not be mad me. I will give back it soon”*. It is the strategy in which the complainant tries to describe his/her role in what has happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

So, in the third situation of Part D in this study students used two strategies with their respective sub strategies; namely, direct apology/expression of apology three times in P1, P5 and P7 and indirect apology/acknowledgement of responsibility

six times in P2, P3, P4, P6, P8 and P9. The strategy most often used was indirect apology/acknowledgement of responsibility as many as six times in the situation. The following are examples of expressions used by students in the situation.

"I am sorry sister. Please do not mad me I have return your book late" (direct apology/ expression of apology)

" I am sorry, I forget bring your book. Please, do not be mad me. I will give back it soon"
(indirect apology/ acknowledgement of responsibility)

Situation 3 Part E

In the third situation of Part E (if your friend is a coeval male friend) P1 used direct apology/ expression of apology (expression of regret) with the expression, *"I am sorry. Please do not mad me I have return your book late"*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part E (if your friend is a coeval male friend) P2 used direct apology/expression of apology (expression of regret) with the expression, *"I am sorry man. Please do not mad me I have return your book late"*. It can be concluded that in this type of apology strategy, the complainant might choose to

express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part E (if your friend is a coeval male friend) P3 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“it is your book, I am sorry to return your book late because I sleep”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part E (if your friend is a coeval male friend) P4 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry friend, I have not yet finish read it”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and

whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part E (if your friend is a coeval male friend) P5 indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“Wildan, I am sorry I forget bring your book. May I return it tomorrow? Please, forgive me”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chooses to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he does not have intention to commit the offense).

In the third situation of Part E (if your friend is a coeval male friend) P6 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am so sorry, it is my fault. I have not yet finish read it”*. It is the strategy in which the complainant tried to describe his/her role in what had happened

and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the third situation of Part E (if your friend is a coeval male friend) P7 used direct apology/expression of apology (expression of regret) with the expression, “*I am sorry friend. Please!*”. It can be concluded that in this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part E (if your friend is a coeval male friend) P8 indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression “*please, forgive me I forget bring your book*”. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the

hearer (the complainant expressed that he did not have intention to commit the offense).

In the third situation of Part E (if your friend is a coeval male friend) P9 indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *"I am sorry bro I forget bring your book. Please, forgive me"*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

So, in the third situation of Part E in this study students used two strategies with their respective sub strategies; namely, direct apology/expression of apology three times in P1, P2 and P7 and indirect apology/ acknowledgement of responsibility six times in P3, P4, P5, P6, P8 and P9. The strategy most often used was indirect apology/acknowledgement of responsibility as much as six times in situation. The following are examples of expressions used by students in the situation.

"I am sorry friend. Please!" (direct apology/ expression of apology)

"I am sorry bro I forget bring your book. Please, forgive me" (indirect apology/ acknowledgement of responsibility)

Situation 3 Part F

In the third situation for part F (if your friend is a coeval female friend) P1 used direct apology/ expression of apology (expression of regret) with the expression, *“hi sister, I apologize my mistake this is your book. Please forgive me”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part F (if your friend is a coeval female friend) P2 used direct apology/expression of apology (expression of regret) with the expression, *“oh my sweet sister, I apologize you. Please do not angry to me. I love you”*. It can be concluded that in this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant

used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part F (if your friend is a coeval female friend) P3 used direct apology/expression of apology (expression of regret) with the expression, *"I am sorry to return your book late. Please, do not be mad me"*. It can be concluded that in this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part F (if your friend is a coeval female friend) P4 used direct apology/expression of apology (expression of regret) with the expression, *"I am sorry to return your book late. You know I have job in my home"*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant

used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part F (if your friend is a coeval female friend) P5 used indirect apology/ acknowledgement of responsibility (explicit acknowledgment) with the expression *“this is my fault, I do not it. I am sorry”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the third situation of Part F (if your friend is a coeval female friend) P6 used direct apology/ expression of apology (expression of regret) with the expression, *“sorry friend, I very interesting to read your book so, I am late to return it”*. It can be concluded that in this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part F (if your friend is a coeval female friend) P7 used direct apology/ expression of apology (expression of regret) with the expression, *“I am very sorry friend. Please, do not be mad me”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part F (if your friend is a coeval female friend) P8 used direct apology/ expression of apology (expression of regret) with the expression, *“I am very sorry I do not bring your book. Please, do not be mad me”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the third situation of Part F (if your friend is a coeval female friend) P9 used promise of forbearance, with the expression *“I am very terrible sorry and I will promise not to be like that anymore”*. It can be concluded that in this apology strategy, the complainant took responsibility by expressing regret, and he/she was expected to behave in a consistent fashion and not immediately to repeat the act for which he/she has just apologized. The complainant promised either never to do the same mistake or to improve his behavior. The utterance is often signaled by the word 'promise'. In this case, an apology is not only related to the violations that have been done but also related to the behavior in the future. This speech act apology contains a commitment from the speaker not to repeat his action.

So, in the third situation of Part F in this study students used three strategies with their respective sub strategies; namely, direct apology/expression of apology seven times in P1, P2, P3, P4, P6, P7 and P8, indirect apology/acknowledgement of responsibility once in P5 and promise of forbearance once also in part P9. The strategy most often used was direct apology/expression of apology as much as seven times in situation. The following are examples of expressions used by students in the situation.

“Hi sister, I apologize my mistake this is your book. Please forgive me” (direct apology/ expression of apology)

“this is my fault, I do not it. I am sorry” (indirect apology/ acknowledgement of responsibility)

"I am very terrible sorry and I will promise not to be like that anymore" (promise of forbearance).

Situation 4 Part A

In the fourth situation of Part A (if your friend is a senior male friend) P1 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *"I am very sorry guys, I have some problems in my home. So, I can not join you"*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the fourth situation of Part A (if your friend is a senior male friend) P2 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *"I am very sorry guy I can not join you because, last night I have problem with my toothache so, I must go to the dentist"*. It is the strategy in which the complainant tries to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed

themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he does not have intention to commit the offense).

In the fourth situation of Part A (if your friend is a senior male friend) P3 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry I have another agenda it more than important, please forgive me friends”*. It is the strategy in which the complainant tries to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chooses to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the fourth situation of Part A (if your friend is a senior male friend) P4 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry I have another agenda with my family”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers can implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the

hearer (the complainant expressed that he did not have intention to commit the offense).

In the fourth situation of Part A (if your friend is a senior male friend) P5 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression "*I am sorry I have another agenda*". It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he does not have intention to commit the offense).

In the fourth situation of Part A (if your friend is a senior male friend) P6 used direct apology/expression of apology (expression of regret) with the expression, "*I am very terrible sorry, please do not be mad me*". It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part A (if your friend is a senior male friend) P7 used direct apology/ expression of apology (expression of regret) with the expression, “*I am very terrible sorry, please do not be mad me*”. It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part A (if your friend is a senior male friend) P8 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression “*I am sorry. It is my fault I forget our meeting*”. It is the strategy in which the complainant tries to describe his/her role in what has happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers can implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expresses that he did not have intention to commit the offense).

In the fourth situation of Part A (if your friend is a senior male friend) P9 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *"I am sorry. I can not join you because I am sick"*. It is the strategy in which the complainant tries to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers can implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he does not have intention to commit the offense).

So, in the third situation of Part A in this study students used two strategies with their respective sub strategies; namely, direct apology/expression of apology twice in P6 and P7 and indirect apology/ acknowledgement of responsibility seven times in P1, P2, P3, P4, P5, P8 and P9. The strategy most often used was indirect apology/acknowledgement of responsibility as much as seven times. The following are examples of expressions used by students for the situation.

"I am very terrible sorry, please do not be mad me" (direct apology/ expression of apology)

"I am sorry. It is my fault I forget our meeting" (indirect apology/ acknowledgement of responsibility)

Situation 4 Part B

In the fourth situation of Part B (if your friend is a senior female friend) P1 used direct apology/expression of apology (expression of regret) with the expression,

"I am sorry guys, please forgive me I can not join you". It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part B (if your friend is a senior male friend) P2 used promise of forbearance, with the expression *"I am very terrible sorry and I will promise not to be like that anymore"*. It can be concluded that this apology strategy, the complainant takes responsibility by expressing regret, and he/she was expected to behave in a consistent fashion and not immediately to repeat the act for which he/she has just apologized. The complainant promised either never to do the same mistake or to improve his behavior. The utterance is often signaled by the word 'promise'. In this case, an apology is not only related to the violations that have been done but also related to the behavior in the future. This speech act apology contains a commitment from the speaker not to repeat his action.

In the fourth situation of Part B (if your friend is a senior male friend) P3 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *"I am extremely sorry I cannot join you because I am not well. I*

hope you understand". It is the strategy in which the complainant tried to describe his/her role in what has happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he does not have intention to commit the offense).

In the fourth situation for part B (if your friend is senior male friend) P4 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression "*I am extremely sorry I cannot join you because I went to my sister`s wedding*". It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the fourth situation of Part B (if your friend is a senior male friend) P5 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression "*I am extremely sorry I cannot join you because my young sister is birthday*". It is the strategy in which the complainant tried to describe his/her role

in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the fourth situation of Part B (if your friend is a senior male friend) P6 used explanation or account (explicit explanation) with the expression *“I apologize guys, I cannot join you. It is rainy and stormy”*. It can be concluded that this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explained the situation explicitly).

In the fourth situation of Part B (if your friend is a senior female friend) P7 used direct apology/expression of apology (expression of regret) with the expression, *“I am sorry guys, please forgive me I cannot join you. Please, do not be mad me”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an

expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part B (if your friend is a senior male friend) P8 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I apologize friends, I have to help my father”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers can implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the fourth situation of Part B (if your friend is a senior male friend) P9 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I apologize friends, my mother`s sick in hospital and I have to keep her”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support

to the hearer (the complainant expresses that he did not have intention to commit the offense).

So, for the fourth situation of Part B in this study students used four strategies with their respective sub strategies; namely, direct apology/ expression of apology twice in P1 and P7 and indirect apology/ acknowledgement of responsibility five times in P3, P4, P5, P8 and P9, explanation or account once in P6, last promise of forbearance once in P2. The strategy most often used was indirect apology/ acknowledgement of responsibility as many as five times. The following are examples of expressions used by students in the situation.

“I am sorry guys, please forgive me I can not join you” (direct apology/ expression of apology)

“I am extremely sorry I can not join you because I am not well. I hope you understand”
(indirect apology/ acknowledgement of responsibility)

“I apologize guys, I can not join you. It is rainy and stormy” (explanation or account)

“ I am very terrible sorry and I will promise not to be like that anymore ” (promise of forbearance)

Situation 4 Part C

In the fourth situation of Part C (if your friend is a junior male friend) P1 used direct apology/expression of apology (expression of regret) with the expression, *“hi brother, I am sorry for my mistake. I did not keep my promise”*. It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a

routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part C (if your friend is a junior male friend) P2 used direct apology/expression of apology (expression of regret) with the expression, *"forgive me my lovely brother, I am sorry I do not mean like that"*. It can be concluded that in this types of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part C (if your friend is a junior male friend) P3 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *"I am sorry I did not come to discuss. This is my fault"*. It is the strategy in which the complainant tried to describe his/her role in what had happened

and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the fourth situation of Part C (if your friend is a junior male friend) P4 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry because I am sick”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the fourth situation of Part C (if your friend is a junior male friend) P5 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“guys, I am sorry I did not come because I must go to my hometown to see my grandfather. I si ok guys?”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the fourth situation of Part C (if your friend is a junior male friend) P6 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am extremely sorry because I have a job. This is my fault”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the fourth situation of Part C (if your friend is a junior male friend) P7 used direct apology/expression of apology (expression of regret) with the expression, *“I am sorry guys, please!”*. It can be concluded that this type of apology strategy, the complainant may choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part C (if your friend is a junior male friend) P8 used direct apology/expression of apology (expression of regret) with the expression, *“I am sorry guys, please!”*. It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to

express apology. There is also sematic content here and it may be an expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part C (if your friend is a junior male friend) P9 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am sorry I did not come tomorrow. please, do not be mad me. This is my fault”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admits his mistake explicitly.

So, for the third situation of Part C in this study students used two strategies with their respective sub strategies; namely, direct apology/ expression of apology four times in P1, P2, P7 and P8 and indirect apology/ acknowledgement of responsibility seven times in P3, P4, P5, P6 and P9. The strategy most often used was indirect apology/acknowledgement of responsibility as many as five times in situation. The following are examples of expressions used by students for the situation.

“Forgive me my lovely brother, I am sorry I do not mean like that” (direct apology/ expression of apology)

"I am sorry I did not come to discuss. This is my fault" (indirect apology/ acknowledgement of responsibility)

Situation 4 Part D

In the fourth situation of Part D (if your friend is a junior female friend) P1 used direct apology/ expression of apology (expression of regret) with the expression, *"hi sister, I am sorry because I cannot keep the appointment. Do not be angry me, please!"*. It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part D (if your friend is a junior female friend) P2 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression *"I am sorry my friend because I have homework tonight and I cannot meet with you, please!"*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim

to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the fourth situation of Part D (if your friend is a junior female friend) P3 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry my friend because I forget to meet you. Please apologize me!”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chooses to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the fourth situation of Part D (if your friend is a junior female friend) P4 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am sorry because I went to beach with my family yesterday”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the fourth situation of Part D (if your friend is a junior female friend) P5 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression *“I am sorry my friend because I have another agenda so I cannot meet you”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also usually blame themselves. This strategy is aimed to give support to the hearer (the complainant expressed that he does not have intention to commit the offense).

In the fourth situation of Part D (if your friend is a junior female friend) P6 used indirect apology/ acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am sorry because I went to market with my mom”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the fourth situation of Part D (if your friend is a junior female friend) P7 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am sorry, it is my fault”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the fourth situation of Part D (if your friend is a junior female friend) P8 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression "*I am sorry, it is my fault*". It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the fourth situation of Part D (if your friend is a junior female friend) P9 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression "*I am sorry my friend because I have no way to go there, please forgive me*". It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

So, in the third situation of Part D in this study students used two strategies with their respective sub strategies; namely, direct apology/ expression of apology once in P1 and indirect apology/ acknowledgement of responsibility seven times in part P2, P3, P4, P5, P6, P7, P8 and P9. The strategy most often used is indirect apology/ acknowledgement of responsibility as many as eight times in situation. The following are examples of expressions used by students in the situation.

“Hi sister, I am sorry because I cannot keep the appointment. Do not be angry me, please!”

(direct apology/ expression of apology)

“I am sorry because I went to market with my mom” (indirect apology/ acknowledgement of responsibility)

Situation 4 Part E

In the fourth situation of Part E (if your friend is a coeval male friend) P1 used direct apology/expression of apology (expression of regret) with the expression, *“please forgive me Buddy! I cannot keep my promise to discuss with you. Do not be angry ok”*. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part E (if your friend is a coeval male friend) P2 used explanation or account (explicit explanation) with the expression *“I am sorry friend, I cannot come to our agenda. You know last night my grandmother stayed in hospital. So, my family and I must go there”*. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense

was not something he wanted to occur (the complainant explained the situation explicitly).

In the fourth situation of Part E (if your friend is a coeval male friend) P3 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression “*guys, I am sorry that I did not keep my appointment because I have another agenda for 2 weeks, please apologize me*”. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the fourth situation of Part E (if your friend is a coeval male friend) P4 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression “*I am sorry because I went to market with my mom*”. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the fourth situation of Part E (if your friend is a coeval male friend) P5 used indirect apology/ acknowledgement of responsibility (explicit acknowledgment) with

the expression “*guys, sorry I cannot come because I must meet our lecturer to give my assignment*”. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admits his mistake explicitly.

In the fourth situation of Part E (if your friend is a coeval male friend) P6 used direct apology/expression of apology (expression of regret) with the expression, “*I am sorry I am lazy go away*”. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part E (if your friend is a coeval male friend) P7 used direct apology/expression of apology (expression of regret) with the expression, “*I am sorry my friend, please!*”. It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also

sematic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part E (if your friend is a coeval male friend) P8 used direct apology/expression of apology (expression of regret) with the expression, “*I am sorry my mistake*”. It can be concluded that in this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part E (if your friend is a coeval male friend) P9 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression “*I am sorry I can not meet you because I something wrong in my home*”. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support

to the hearer (the complainant expressed that he did not have intention to commit the offense).

So, for the third situation of Part E in this study students used three strategies with their respective sub strategies; namely, direct apology/ expression of apology four times in P1, P6, P7 and P8, indirect apology/ acknowledgement of responsibility four times also in P3, P4 and P5 and explanation or account once in P2. The strategy most often used was indirect apology/acknowledgement of responsibility and direct apology/ expression of apology which are same in frequency; that is, four times in the situation. The following are examples of expressions used by students for the situation.

“please forgive me Buddy! I can not keep my promise to discuss with you. Do not be angry ok” (direct apology/ expression of apology)

” guys, I am sorry that I did not keep my appointment because I have another agenda for 2 weeks, please apologize me” (indirect apology/ acknowledgement of responsibility)

“I am sorry friend, I can not come to out agenda. You know last night my grandmother stayed in hospital. So, my family and I must go there” (explanation or account)

Situation 4 Par F

In the fourth situation of Part F (if your friend is a coeval female friend) P1 used direct apology/ expression of apology (expression of regret) with the expression, *“hi sister, I am very terrible sorry to my mistake, I cannot keep my appointment, please forgive me”*. It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this

case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression is a routine formula generally accepted to express apology. There is also semantic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part F (if your friend is a coeval female friend) P2 used explanation or account (explicit explanation) with the expression “*forgive me guys, I do not come to our meeting because I have a headache and I must stay in home*”. It can be concluded that in this apology strategy, the complainant might try to reduce the guilt and impact by giving an explanation about the situation of violation. In this strategy the speakers argued that the offense was not something he wanted to occur (the complainant explains the situation explicitly).

In the fourth situation of Part F (if your friend is a coeval female friend) P3 used indirect apology/acknowledgement of responsibility (expression of lack of intent) with the expression “*firstly I am very terrible sorry because I did not keep the appointment about our meeting. I hope you understand my situation because my friend's sick so, I must keep her there*”. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim

to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

In the fourth situation of Part F (if your friend is a coeval female friend) P4 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am sorry because I went to my mother in law”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the fourth situation of Part F (if your friend is a coeval female friend) P5 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am sorry because I have another agenda. Do not be mad me”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. In this case, the complainant admitted his mistake explicitly.

In the fourth situation of Part F (if your friend is a coeval female friend) P6 used indirect apology/acknowledgement of responsibility (explicit acknowledgment) with the expression *“I am sorry because I go away with my friend, forgive me please!”*. It is the strategy in which the complainant tried to describe his/her role in

what had happened and whether or not he/she was responsible. In this case, the complainant admits his mistake explicitly.

In the fourth situation of Part F (if your friend is a coeval female friend) P7 used direct apology/ expression of apology (expression of regret) with the expression, *“I am sorry, please do not be mad me”*. It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of apology, or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part F (if your friend is a coeval female friend) P8 used direct apology/expression of apology (expression of regret) with the expression, *“I am sorry, please accept my apology”*. It can be concluded that this type of apology strategy, the complainant might choose to express his/her apology explicitly. In this case, a small number of verbs apply and the expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression is a routine formula generally accepted to express apology. There is also sematic content here and it may be an expression of regret, an offer of apology,

or a request for forgiveness (complainant used the common form to express his or her regret by using some terms such as really, terribly and so on).

In the fourth situation of Part F (if your friend is a coeval female friend) P9 used indirect apology/ acknowledgement of responsibility (expression of lack of intent) with the expression *“I am so sorry I cannot come because there is something wrong in my home”*. It is the strategy in which the complainant tried to describe his/her role in what had happened and whether or not he/she was responsible. The complainant chose to take on responsibility by using various degrees of self-blame from low to high intensity. Speakers could implicitly or explicitly claim to be responsible for their action. The speakers also blamed themselves. This strategy was aimed to give support to the hearer (the complainant expressed that he did not have intention to commit the offense).

So, in the third situation of Part F in this study students used three strategies with their respective sub strategies; namely, direct apology/expression of apology four times in P1, P3, P7 and P8, indirect apology/acknowledgement of responsibility four times also in P4, P5, P6 and P5 and explanation or account once in P2. The strategy most often used was indirect apology/acknowledgement of responsibility and direct apology/expression of apology of the same frequency; that is, four times in the situation. The following are examples of expressions used by students in the situation.

“I am sorry, please accept my apology” (direct apology/ expression of apology)

" I am sorry because I go away with my friend, forgive me please! (indirect apology/ acknowledgement of responsibility)

"Forgive me guys, I do not come to our meeting because I have a headache and I must stay in home" (explanation or account)

4.1.2 The Reasons for Using the Strategy by English Education Students at IPTS

Situation 1 Part A

In the first situation of Part A, students used certain strategies because first, they said that the lecturer was older than they and they naturally were polite and respectful and used polite words to express an apology. This reason refers to P1, P2, P3, P4, P6, P7, P8 and P9, for example:

"Sorry sir, I come late for 10 minutes. Let me in please!"

"I apologize sir, I come late to enter your class because, I must take my sister first just now. May I join with you?"

The second reason is because is the student's habitual action, if he come late. This reason refers to P5, for example:

"I apologize sir, I come late because I must pray first. Is it ok sir?"

Situation 1 Part B

In the first situation of Part B, students used certain strategies because they wrote the lecturer was older than they and they naturally were polite and respectful and used polite words to express an apology. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“I apologize mam, I come late to enter your class because..... May I join with you mam?”

Situation 1 Part C

In the first situation of Part C, the students used certain strategies because they wrote the lecturer was still young. So, she/he knew the problem of students. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“Excuse me my sweet lecturer. I come late. May I enter this class sir?”

Situation 1 Part D

In the first situation of Part D, a student used a certain strategy because s/he wrote the lecturer was young and female. Usually a woman's heart cannot bear someone or her worry is high. Then I was allowed to enter. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“I am sorry miss, I come late to enter your class. It is my fault, please do not be mad me miss”.

Situation 2 Part A

In the second situation of Part A, students used a certain strategy. They wrote that the lecturer was older than they. So, they were very polite for him and actually s/he knew their activity. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“Excuse me sir, I apologize to you sir. I am late to submit my assignment because I need long time to do it. Please give me time more”.

Situation 2 Part B

In the second situation of Part B, students used certain strategies and they wrote, ‘It was about politeness although the lecturer is a junior female, we must use it’. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“Excuse me my cute lecturer, I apologize to you. I am late to submit my assignment, please do not be mad me”.

Situation 2 Part C

In the second situation of Part C, students used certain strategies. One of them wrote, ‘The lecturer is junior lecturer and will understand more about our condition’. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“Please, forgive me Sir I come late to submit my assignment. Because, I have another job just now, sorry”

Situation 2 Part D

In the second situation of Part C, students used certain strategies. One of the students wrote, ‘The lecturer is a junior lecturer will understand more about our condition also I like her’. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“Good morning miss, you look so beautiful! I am so sorry miss, I forget bring my assignment. Do not be angry, please”.

Situation 3 Part A and B

In the third situation of Part A and B, students used certain strategies because their friends are older than them. So, they used polite words so that their friends were not angry with them. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“Hi bro, please forgive me, I do not mean like that your book was left at my home. I am so sorry about that”.

“Please, take my apology. I come late to return your book. I will be responsible”.

Situation 3 Part C and D

In the third situation of Part C and D, students used certain strategies; they wrote their friends were younger than them. Therefore, they used words that were pleasing to their friends and they were not too reluctant but still respected each other. So, their friends were not angry because they were late to return the book. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“I am sorry my sweet young sister, I do not mean to leave your book, please do not be angry. I promise give you soon”.

“I am very interesting to read your book. So, I forget to return it on time. Sorry”.

Situation 3 Part E and F

In the third situation of Part E and F, students used certain strategies because they are friends and not to worry the book was returned late. They are also close

friends who already know one another. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“Sorry bro, I promise to return it tomorrow, okay”

“Do not be mad my sister, I have another agenda so I do not return your book on time”.

Situation 4 Part A and B

In the fourth situation of Part A and B, students used certain strategies because their friends are older than them. So, they used polite words so that their friends were not angry with them. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“I am sorry, I have another job for 2 weeks. Forgive me, please! I cannot join you”.

Situation 4 Part C and D

In the fourth situation of Part C and D, students used certain strategies because their friends are younger than them. Therefore, they used words that were pleasing to their friends and they were not very reluctant but still respected each other. So, their friends were not angry because of returning the book late. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“I apologize guys, I did not keep my appointment to discuss with you. I forget”.

“I am sorry I did not come to our agenda because my motorcycle is broken. It is my fault. Please do not be mad me”.

Situation 3 Part E and F

In the fourth situation of Part E and F, students used certain strategies because they are friends so that no need to worry about returning the book late. They are also close friends who already know one another. This reason refers to P1, P2, P3, P4, P5, P6, P7, P8 and P9, for example:

“Forgive me guys, I do not come to our meeting because I have head ache and I have to rest at home”.

“I am so sorry friend, I cannot join you because I have to meet our lecturer to submit my task”.

4.2 Discussion

This section develops the analysis of findings in the previous section. From the findings of the study, it was found that there were four situations within four strategies being used by students and the reason why they used them. In four situations using several types of apology strategies and there were four strategies that were not used. The types of apology strategies used by students in each situation were indirect apology/acknowledgment of responsibility, explanation or explanation, direct apology/expression of apology, promises of forbearance with various sub categories. The strategies presented above explain that each violation of a particular situation was used to make remorse for the misunderstanding that occurred whereby the offender regretted his action. The perpetrator tried to describe himself that he realized the mistakes he made that cause other people to suffer. Also, he wanted to convince others that he would change his bad behavior and/or policy to be better than before.

To show the intended meaning, in the first situation in Part A students used four different strategies, for example, "I'm really sorry sir, ma'am. I'm late because ...". The student used the sentence to state that he clearly acknowledged that his action had a bad impact. In addition, to acknowledge remorse for other violations in the second, third, and fourth situations, the students also used expressions of apology strategies, such as "please, I apologize to you", "I left it at home", "I will return it immediately" , "or do you want me to take it now?", "I'm sorry that I'm sick ...". Students also emphasized their willingness to apologize by using words of concern for an apology "I did not mean ...". Therefore, through the dominant strategy used by students, researchers could conclude that the students tried to show remorse to others and described themselves that they had realized their mistakes. Therefore, the student apologized humbly and truly from his deep heart.

Here the researcher also summarized the second finding that in every situation dealing with an older person whether he is a woman/a man they used very polite words, when dealing with younger people they used words that made the listener happy; and when dealing with peers more relaxed situation they already understood each other. This finding is matching with previous studies that related to the theory that when apologizing/speaking using polite language and in context and speech that supports the Trosborg theory on Ibrahim Fathi Huwari's findings under the title "A study of Apology Strategies in English: A case study on Jordanian and Asian Undergraduate Students at Zarqa University ". This research is also related to previous research in terms of methodology (research design, data analysis, analytical

techniques). So, based on the theory of Trosborg, 1994, an apology strategy is a way to apologize after doing something wrong. This is already known from the answers and reasons of students of English Education at IPTS to use this theory which is appropriate to the context in each violation where an event of communication is taking place.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This final chapter provides conclusions and recommendations for further research in this topic. The conclusion is made on the basis of the findings of the study coming from the data analysis' while the recommendations are provided based on the conclusions.

5.1 Conclusions

Based on the discussion in the previous chapter, and having analyzed the data in the previous chapter, the conclusions of the study are drawn as in the following:

To deal with the focus of the study a theory of apology Trosborg (1994) was employed. To find out the reasons for using the strategy as formulated in the research questions, an unstructured interview was conducted towards English education students. The results of the interview showed that the apology strategies used by English education students at the South Tapanuli Institute of Education included indirect apology/acknowledgement of responsibility (Expression of lack of intent), explanation or account (explicit explanation), direct apology/ expressions of apology (expression of regret), explanation or account (explicit explanation), expression of apology with different sub categories. On the other hand, it was found that there were four apology strategies that were not used at all by English education students

;namely, evasive strategies/minimizing offense, expressing concern for hearers, rejection, promise of forbearance. In addition, there was one strategy that was often used by students of English education at the South Tapanuli Education Institute as many as four times; that is, explanation or account (explicit explanation) and the reasons for each of the strategy used.

For example: "I am really sorry, because ..."

5.2 Recommendations

This research was focused on the apology strategies used by English education students at Institut Pendiidkan Tapanuli Selatan. The results show that using an apology strategy needs to be adapted according to the context. Therefore, the researcher would like give recommendations to English teachers who teach their students apology strategies. It should be borne in mind that sometimes expressing an apology is not always explicitly said in the form of the word "sorry, I'm sorry, etc." But an apology strategy is sometimes only determined by the word or expressions of regret such as "excuse me". We can not only focus on the characteristics of words but also the context in a conversation when an apology strategy occurs. Also, those who carry out further research on apology strategies are recommended that they focus more on grammatical approaches and other research objects. Grammar is an important part needed in writing and constructing sentences. Therefore, it will be interesting to identify the grammatical approach in shaping the word apology whether

or not there is an effect of using proper grammatical sentences in expressing an apology in any context.

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APPENDIX 1

The Distribution of Students' Apology Strategies

Category of Apology strategy	Sub-Category/ function
1. Evasive strategies/ Minimizing offense	a. Minimizing b. Querying precondition c. Blaming someone else
2. Direct apology/ Expression of apology	a. Expression of regret b. Offer of apology c. Request for forgiveness
3. Indirect apology/ Acknowledgement of responsibility	a. Implicit acknowledgment b. Explicit acknowledgment c. Expression of lack of intent d. Expression of self deficiency e. Expression of embarrassment f. Explicit acceptance of the blame
4. Explanation or account	a. Implicit explanation b. Explicit explanation
5. Offer of repair	a. Repair b. Compensation
6. Expressing concern for hearer	-
7. Rejection	a. Explicit denial of responsibility b. Implicit denial of responsibility c. Justification d. Blaming someone else
8. Promise of forbearance	-

The blue print of DCT (Discourse Completion Test)

Situations
1. Come late to enter class (datang terlambat/ terlambat masuk kelas)
2. Too late to submit the assignments to the Lecturer (terlambat menyerahkan tugas kepada Dosen)
3. Overdue returning a book / loan to a friend (terlambat mengembalikan buku/ pinjaman ke teman)
4. Did not keep the appoiiment to discuss with a friend (tidak menepati janji untuk berdiskusi dengan teman)

A. Student-Lecturer (situation 1 and 2)

1. If you come late to enter class. How do you describe your expression in an apology? (ika kamu datang terlambat untuk masuk kelas. Bagaimana kamu menggambarkan ekspresi kamu dalam permintaan maaf)

- a. If the lecturer is senior male lecturer (Jika dosennya adalah dosen laki-laki lebih tua)

I'm so sorry. Mr. I came late because some problems in my house. My mother's sick, so I must cook for my family in the morning. I hope Mr. ~~don~~ doesn't angry to me. I'm sorry very much, please?

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

I think, if I describe like that, My lecturer can't angry to me, because mother is very important from other and maybe the lecturer ever feel the situation, please?

- b. If the lecturer is senior female lecturer (Jika dosennya adalah dosen perempuan lebih tua)

Good morning Mrs. I apdogize to you because I can't on time today. When I going from my house, my motorcycle was broke. So I must do repaired my motorcycle and come to here, please Mrs?

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Beacure, it the situation's very difficult for me. I'm a girl so I don't understand how to repaired Motorcycle. Don't ~~be~~ angry please?

- c. If the lecturer is junior male lecturer (Jika dosennya adalah dosen laki-laki muda)

I think if the lecturer is junior male lecture I will say the sweet word to him like that "Oo... my ~~Handrome~~ ^{Handsome} Sir, I come late because I must look perfect today because I want you look me good girl and then you love me. please, don't angry?"
why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

If I describe like that, the lecturer impossible to be angry to me because, maybe he will happy when I say like that and it's so funny because I like the junior male lecturer. Finally, he will always think about me.

- d. If the lecturer is junior female lecturer (Jika dosennya adalah dosen perempuan muda)

I will give reason, I'm sorry Miss I come late for a long time because before go to here, I'm stomachache and I must go to the toilet 3 times for 5 minutes. I hope miss understand about my problem. Thanks.
why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because ^{emergency} stomachache is the situation and ~~we~~ we don't know when our going to the toilet. It's can't be mistake.

2. If you late to submit the assignments to the Lecturer. How do you describe your expression in an apology? (jika kamu terlambat menyerahkan tugas kepada Dosen. Bagaimana kamu menggambarkan ekspresi kamu dalam permintaan maaf)

- a. If the lecturer is senior male lecturer (Jika dosennya adalah dosen laki-laki lebih tua)

Excuse me Miss/Mom/Mr./Mrs./ I can't give the task on time, my computer was broke and then I can't type and printing my task so I give know because my komputer turn on yesterday before I repaired to electronic office.

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because the situation is dangerous and emergency for student, as we know computer is very important to all of students. without computer, maybe the lesson or task will very difficult to do it. So, my lecturer didn't angry if I say the reason like that.

- b. If the lecturer is senior female lecturer (Jika dosennya adalah dosen perempuan lebih tua)

I'm so sorry Mom, I know you will be angry to me because I came late. But now, I hope don't be angry to me Mom, today I'm sick, so I must go to hospital the first to check up and then I go to class.

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because sick is something can't be know when it come to everybody. It's impossible if we know when our sick. So, I think the lecturer don't be angry because the lecturer is ever sick for sometimes. And I think the reason is normal.

- c. If the lecturer is junior male lecturer (Jika dosennya adalah dosen laki-laki muda)

I'm so sorry my sweetly lecturer, I came late because I'm forgot to bring my book, so I come back to my house and I take the book. And coming here because I know today there is a handsome lecturer.

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because I like to make my lecturer laugh and if I make like that he will ~~not~~ can't move on for me. and he always remember me. and then, impossible to him will angry. But, I must come on time and keep have attitude.

- d. If the lecturer is junior female lecturer (Jika dosennya adalah dosen perempuan muda)

I'm sorry my beautiful miss, I came late because before go to here. I'm going to office my father to ask money. I don't have money miss, so I go to office father and after that I come to here.

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

B. Student-Student (situation 3 and 4)

3. If you overdue returning a book/ loan to a friend. How do you describe your expression in an apology? (ika kamu terlambat mengembalikan buku/ pinjaman ke teman. Bagaimana kamu menggambarkan ekspresi kamu dalam permintaan maaf)

- a. If your friend is senior male friend (Jika teman kamu adalah teman laki-laki lebih tua)

Brother, this is your book, I get finish to use it. But, I'm so sorry for you because I overdue return the book, yesterday was rainy, so I can't going to your house for give your book, don't be angry please? I'm sorry :-)

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because the weather can't be know when it will come. So, maybe he impossible to angry because rainy -

- b. If your friend is senior female friend (Jika teman kamu adalah teman perempuan lebih tua)

Morning sista, this is your book. Thanks, your book very good, but sis, I'm sorry because I overdue return the book, yesterday I come to your house and your house was close and nothing people in there. I'm sorry sista, please

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because it's not my mistake ~~bec~~ and she's nothing not in her house ~~no body~~ Nobody in her house.

- c. If your friend is junior male friend (Jika teman kamu adalah teman laki laki muda)

I'm verry terrible sorry to you, I can't give your book on time to you.
Many jobs I have yesterday. I hope you don't be angry. thaks.
please, dont be angry!

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because time's very difficult for him, so I think the people can't be angry. If I say like that, and maybe he will take a pity for me.

- d. If your friend is junior female friend (Jika teman kamu adalah teman perempuan muda)

Forgive me my young sister, I'm so sorry I know I war wrong.
But, you are my good friend and I know you can't angry to me.
please, don't angry to me?

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

I think my young sister's will not angry because I'm a friendly sister and maybe I'm so funny, I can make her laugh.

- e. If your friend is coeval male friend (Jika teman kamu adalah teman laki-laki sebaya)

I'm sorry guys, is it oke if I can't give your book on time? Maybe no problem because we are best friend. Please don't angry bro?

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

I think with friendly, someone will like to me and can't angry.

- f. If your friend is coeval female friend (Jika teman kamu adalah teman perempuan sebaya)

Oh my sweet sister, I apologize to you, please don't angry to me?
I love you, please sister? ~~is~~ 😊

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because It's ~~is~~ can make me and my friend were ~~happy~~
will be good and happily.

4. If you did not keep the appointment to discuss with a friend. How do you describe your expression in an apology? (jika kamu tidak menepati janji untuk berdiskusi dengan teman). Bagaimana kamu menggambarkan ekspresi kamu dalam permintaan maaf)

- a. If your friend is senior male friend (Jika teman kamu adalah teman laki-laki lebih tua)

I apologize to you, because I can't to discuss with you, last night
I'm toothache so I must go to dentist

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because my friend impossible to angry If I sick

- b. If your friend is senior female friend (Jika teman kamu adalah teman perempuan lebih tua)

I'm so sorry sister, I have mistake, please don't angry sister?
I don't repeat my mistake again, please?

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because If I promise, my sister will trust to me.

- c. If your friend is junior male friend (Jika teman kamu adalah teman laki-laki muda)
forgive me my lovely young brother. I'm sorry for mistake I have.
I don't mean to brother, please, don't cry and don't be
angry to me!

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because my young brother impossible ^{will} ~~to~~ angry to me.
I'm old than him.

- d. If your friend is junior female friend (Jika teman kamu adalah teman perempuan muda)

I'm sorry my friend, because I have many homework tonight
and I can't meet with you, please?

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because if I say like that, my friend will trust to me and
that so so to me

- e. If your friend is coeval male friend (Jika teman kamu adalah teman laki-laki sebaya)

I'm so sorry my friend, I can't come to our agenda. You know,
last night my grandmother come in hospital. So my family and
I going to hospital, please trust to me?

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because it's a emergency situation and very dangerous.
So, he will don't be angry to me.

- f. If your friend is coeval female friend (Jika teman kamu adalah teman perempuan sebaya)

Forgive me guys, I don't come to our meeting, because I have a headache so I can't walk and get up for my bed. please, help me?

why do you describe expression like that? (kenapa kamu menggambarkan ekspresi seperti itu?)

Because my friend always care and trust to me. If I say like that. She will be that so so if I can't meet with her.

APPENDIX 3

Documentations







LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الاسلاميه الحكومية



SERTIFIKAT ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Rafika Sa'adah Siregar

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Jenis Kelamin : Perempuan
Tanggal Lahir : 30 Agustus 1993

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية


65 : الاستماع
66 : القراءة
60 : القواعد
637 : النتيجة

Berlaku Hingga : 13 Oktober 2020



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CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Rafika Sa'adah Siregar
ID Number : 21790125723
Date of Birth : August 30, 1993
Sex : Female
Test Form : Paper Based Test

Achieved the following scores on the
English Proficiency Test

Listening Comprehension : 52
Structure & Written Expressions : 51
Reading Comprehension : 53
Overall Score : 520

Expiry Date : September 7, 2020

The Committee of Language Development Center

CLDC

State Islamic University of Sultan Syarif Kasim Riau

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The scores and information presented in this score report are approved.

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Lamp. : 1 berkas
Perihal : Izin Melakukan Kegiatan Penelitian Tesis

Pekanbaru, 27 Mei 2019

Kepada Yth.
Kepala Dinas Penanaman Modal
dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di
Pekanbaru

Dengan hormat,
Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Sau-dara untuk
mengizinkan mahasiswa yang tersebut di bawah ini:

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Program Pendidikan	: Magister (S2)
Program Studi	: Pendidikan Agama Islam
Konsentrasi	: Pendidikan Bahasa Inggris
Semester	: IV (Empat)
Judul Tesis	: Investigating Pragmatic of Apology Strategy: A Case Study at The Sixth Semester of Institute Education South Tapanuli Padangsidimpuan

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang
diperlukannya dari Program Studi Pendidikan Bahasa Inggris, IPTS Padangsidimpuan.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
Direktur,

Prof. Dr. Afrizal M, MA

NIP. 19591015 198903 1 001



PEMERINTAH PROVINSI RIAU

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id

Kode Pos : 28126

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISSET/24218
T E N T A N G



032010

PELAKSANAAN KEGIATAN RISSET/PRA RISSET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : 1318/Un.04/PPs/PP.00.9/2019** Tanggal 3 Juli 2019, dengan ini memberikan rekomendasi kepada:

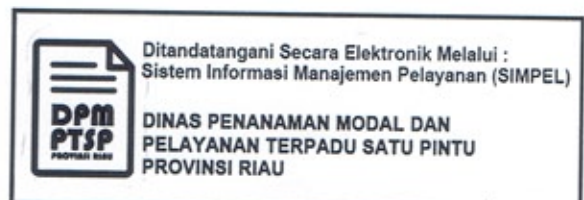
1. Nama : **RAFIKA SA'ADAH SIREGAR**
2. NIM / KTP : **21790125723**
3. Program Studi : **PENDIDIKAN AGAMA ISLAM**
4. Konsentrasi : **PENDIDIKAN BAHASA INGGRIS**
5. Jenjang : **S2**
6. Judul Penelitian : **INVESTIGATING PRAGMATIC OF APOLOGY STRATEGY: A CASE STUDY AT THE SIXTH SEMESTER OF INSTITUTE EDUCATION SOUTH TAPANULI PADANGSIDIMPUAN**
7. Lokasi Penelitian : **PADANGSIDIMPUAN**

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 11 Juli 2019



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Gubernur Sumatera Utara
Up. Kaban Kesbangpol Provinsi Sumatera Utara di Medan
3. **Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru**
4. Yang Bersangkutan



BADAN KESATUAN BANGSA DAN POLITIK

Jl. Jenderal Gatot Subroto Nomor 361 Telepon 4524894 – 4557009 – 4527480

Fax. (061)4153148 Medan 20119

REKOMENDASI PENELITIAN

Nomor: 070 - 1300 /BKB.P

1. Dasar :
 - a. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 Tentang Perubahan Atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian.
 - b. Peraturan Gubernur Sumatera Utara Nomor 3 Tahun 2017 Tentang Organisasi Tugas,Fungsi,Uraian Tugas dan Tata Kerja Badan Kesatuan Bangsa Dan Politik Provinsi Sumatera Utara.
2. Menimbang : Surat Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/24218 Tanggal 11 Juli 2019 Perihal Rekomendasi penelitian.

MEMBERITAHUKAN BAHWA

- | | |
|--------------------|--|
| a.Nama | : Rafika Saadah Siregar |
| b.Alamat | : Pekanbaru |
| c.Pekerjaan | : Mahasiswa |
| d.Nip/Nim/KTP | : 21790125723 |
| e.Judul | : Investigating Pragmatic Of Apology Strategy : A Case Study At The Sixth Semester Of Institute Education South Tapanuli Padangsidempuan |
| f.Lokasi/Daerah | : Kota Padangsidempuan |
| g.Lamanya | : 3 (tiga) bulan |
| h.Peserta | : Sendiri |
| i.Penanggung Jawab | : Direktur Program Pascasarjana UIN Suska Riau |
3. Pihak kami tidak menaruh keberatan atas pelaksanaan Survey/Riset/Penelitian/KKN dimaksud dengan catatan :
 - a. Untuk pengawasan surat ijin yang dikeluarkan oleh Balitbang Provinsi kami diberi tembusannya.
 - b. Tidak dibenarkan melakukan riset / penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset / penelitian dimaksud dan yang bersangkutan diwajibkan mematuhi ketentuan/peraturan yang berlaku serta menjaga ketertiban umum di daerah setempat.
 - c. Selambat-lambatnya 3 (tiga) bulan setelah penelitian, penelitian diwajibkan melaporkan hasilnya ke Badan Kesbangpol Provinsi Sumatera Utara.
 4. Apabila ketentuan dimaksud pada butir 3 tidak dapat dilaksanakan sebagaimana mestinya.maka Rekomendasi ini tidak berlaku.
 5. Demikian Rekomendasi Penelitian ini dibuat untuk dapat dipergunakan dalam pengurusan ijin Penelitian.

Medan, 15 Juli 2019

An. KEPALA BADAN KESBANGPOL PROVINSI SUMATERA UTARA
KABID PENANGANAN KONFLIK DAN KEWASPADAAN NASIONAL

BUDIARTO TAMBUNAN,SE, M.Si
PEMBINA UTAMA MUDA
NIP. 19640526 199803 1 002

Tembusan :

- 1.Bapak Gubernur Sumatera Utara (sebagai laporan)
- 2.Walikota Padangsidempuan Up Ka Badan Kesbangpol
- 3.Ka. Balitbang Provsu
- 4.Direktur Program Pascasarjana UIN Suska Riau
- 5.Pertinggal



YAYASAN AL IMAN PADANGSIDIMPUAN INSTITUT PENDIDIKAN TAPANULI SELATAN (IPTS)

Jl. Sutan Mhd. Arif Kel. Batang Ayumi Jae Padangsidempuan – 22716

Telp/Fax (0634) 26374, website: <http://www.ipts.ac.id>, e-mail: iptapsel@gmail.com

SURAT KETERANGAN NO. 006/S.Ket/IPTS/I/VII/2019

Yang bertanda tangan di bawah ini:

Nama : Drs. Mhd. Nau Ritonga, M.M.
NIP : 1957 1117 198703 1 002
Pangkat / Golongan : Pembina, IV/a
Jabatan : Rektor
Pada Perguruan Tinggi : Institut Pendidikan Tapanuli Selatan

Dengan ini menerangkan bahwa:

Nama : Rafika Sa'adah Siregar
NIM : 21790125723
Program Pendidikan : Magister (S2)
Program Studi : Pendidikan Agama Islam
Konsentrasi : Pendidikan Bahasa Inggris
Semester : V (Lima)

benar telah melaksanakan penelitian tanggal 11 Juli 2019 s.d 20 Juli 2019 di Institut Pendidikan Tapanuli Selatan dengan Judul tesis "Investigating Pragmatic of Apology Strategy: A Case Study At The Sixth Semester of Institut Pendidikan Tapanuli Selatan Padangsidempuan".

Demikian surat keterangan ini diperbuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.


Padangsidempuan, 22 Juli 2019
Institut Pendidikan Tapanuli Selatan
Rektor,


Drs. Mhd. Nau Ritonga, M.M.
NIP. 1957 1117 198703 1 002

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA
NIM
PROGRAM
PRODI
KONSENTRASI

Rafika Saadah Siregar
: 21790125723
: Pascasarjana
: PBI
: PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	06 Nov. 2018/ Selasa	Application of 2013 Curriculum Assessment by English Teachers of SMAN Bangko Subdistrict Rokan Hilir Regency		Eva
		Using Youtube Videos in Teaching English at Cahaya Islam Boarding School, Pakkumbuh		Nisa
		Code-switching English to Arabic in Teaching English at Jannatul Firdaus Modern Islamic Boarding School Subulussalam Aceh		Agus
		The Effect of Using Vocabulary Self-Collection Strategy on Students' Vocabulary Mastery and Reading Comprehension in the Elevent Grade At SMA Plus Dina Bangsa Pekanbaru		Riska
		The Comparative Study Between The Effect of Pens and Defends Strategier on Students' Writing Ability at SMP IT At-Taqwa Pangkalan Kerinci Relawan Regency		Adey


Pekanbaru, _____ 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Ratika Sabdah Siragar
 NIM : 21790125723
 PROGRAM : Pascasarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	11 Oktober 2018/ Kamis	Character : Education of Islam In English Text Book Entitled Bahasa Inggris Kelas		Dina
2		X SMA/MA/SMK/MAK Published By the Ministry of Education and Culture of		
3		Indonesia 2014		
4				
5		The Influence of Using Google Translate		Yuniz
6		on Students' Writing Ability: Vocabulary		
7		Mistery		
8				
9		English teacher's perspective on Implemen-		Afrizal
10		tation of 2013 Curriculum (Multiple Study		
11		In SMA Cendana Pekanbaru and 8		
12		Pekanbaru		
13				
14				
15				

Pekanbaru,
Direktur,

20....

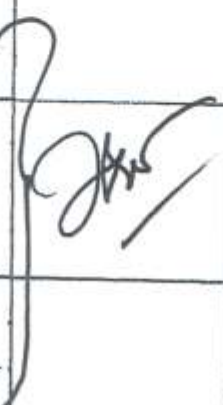
Prof. Dr. Afrizal, M, MA
 NIP. 19591015 198903 1 001

NB. 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Rafika Sa'adah Siregar
 NIM : 21790125723
 PROGRAM : PASCASARJANA
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
1.	10 Oktober 2018/ Rabu	The Effect of Using Direct Method on the Students' Vocabulary Mastery and Their Speaking Ability At MTs. Sibuhuan Padang Lawas Regency North Sumatera		Ihwan
2.		The Effect of Double Entry Journal Strategy on Students' Reading Comprehension And Writing Narrative Text of SMA As-Shafa Pekanbaru		Firza
3.		An Analysis of Writing Tasks in An English Text Book Entitled Bahasa Inggris for Senior High School Grade X		Hidayatul

Pekanbaru, _____ 2018
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
 Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA
NIM
PROGRAM
PRODI
KONSENTRASI

Rafika Sa'adah Siregar
: 21790125723
: Pascasarjana
: PAI
: PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	16 Januari 2019 / Rabu	A Comparison Between the Effect of Using Spelling Bee Sites (Stephens Vocabulary Elaboration Strategy) to Increase the Students' Vocabulary Mastery of the seventh Grade at SMAN 1 Bantan Bengkalis Regong		Leni
		The Implementation of English Club Activities Among the Students in University of Riau		Risli
		The Effect of Using Graffiti Strategy and Students' Prior Knowledge of the Students Reading Compre- hension at the Second Year of SMA Plus Pinz Bangsa Pekanbaru		Rafika
		In Incorporating Islamic Value Into Teaching of English (Analysis study of English Text Book) 'This Way Holistic English'		Edi
		A Comparative Study Using Classwide Prior Tuto- ring Technique and Students Team Achievement Devision Technique on Reading comprehension At state Senior High school 1 Tualang Siale		Sumita

Pekanbaru, _____ 2018
Direktur

Prof. Dr. Afrizal, M., MA
NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Rafika Sa'adah Siregar
 NIM : 21790125723
 PROGRAM : Pascasarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	14/01/2019	The Relationship Between Students' Perception on Teaching Listening by Using Storytelling and Their Listening Skill at SMK Farman Kasari Pekanbaru	2	Xolanda.
		Students' Anxiety in speaking Performance A case study at MA Darel Hikmah Pekanbaru	2	Tanty
		The Implementation of Scientific Approach in Teaching English A case study at SMA Candana Pekanbaru	2	Made
		The Effect of Using Jigsaw and levels of Participation in the class on Students' Reading Comprehension	2	Ahteah


Pekanbaru, 14 Januari 2019
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
 Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Rafika Sa'adah Siregar
 NIM : 21790125723
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KETERANGAN
	14 Januari 2019	Analisis Pengaruh Dana Pihak Ketiga Non-performing Financing dan Financing to Deposit Ratio Terhadap Pembiayaan Non-Mudharabah Pada Bank Umum Syariah di Indonesia Tahun 2013-2014		Uselly
	14 Januari 2019	Analisis Implementasi standar Akutansi keuangan (SAK) Syariah Dalam Pembiayaan Gadaai Emas Dipersediaan Syariah Cabang Persadaan Syariah Pekanbaru		Erme
	14 Januari 2019	Analisis Efisiensi Baithul Mal Watfauwul di Kota Pekanbaru		Zubardah
	14 Januari 2019	Kreativitas Motivasi dan Sistem Jual Beli Pedagang WNI Kelurahan Cina Menurut Perspektif Syariah di Kabupaten Bengkalis		Fitri
	14 Januari 2019	Analisis Sistem Pelayanan Tour dan Akutag Terhadap Minat Konsumen Mengunjungi Hotel Pesona Syariah di Kota Pekanbaru		Henry


Pekanbaru, 14 Januari 20189
 Direktur

Prof. Dr. Afrizal, M., MA
 NIP. 19591015 198903 1001

NB : Kartu ini dibawa setiap mengikuti seminar
 Setiap mahasiswa wajib menghadiri minimal 10 kali seminar sebelum menjadi peserta seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Rafika Saadah Siregar
 NIM :
 PROGRAM : Pascasarjana
 PRODI : PAI
 KONSENTRASI : PBE

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	12/12 - 2017	The Management of Learning Environment by English Teachers at Junior High Schools in Tambang District		Zulfirli
2	Selasa			
3	12-12-2017/ Selasa	An Analysis of The Rules Pronouncing of Words Suffixes /t/d/ed and /s/z/iz		Orti
4	12-12-2017/ Selasa	An Analysis of Using Cognitive Academic Language Learning Approach (CALLA) and Sheltered Instruction Observation Protocol (SIOP) Model		
5				Dewi
6	12-12-2017/ Selasa	The Influence of Using Vocabulary Knowledge on Reading Comprehension and Writing Ability in SMPN 3 Kota Kampar		Silvia
7				
8	12-12-2017/ Selasa	The Influence of Students self confidence and participation toward their Speaking Ability at SMPN 14 Pekanbaru		Andini
9				
10	12-12-2017/ Selasa	Analyzing grammatical and punctuation error in writing narrative text		Tiara
11	12-12-2017/ Selasa	English Teachers Perception of Implemen- ting 2013 Curriculum in English Teaching Learning Process at Senior High School at SITS in Sungai Apit District		Angeline Ahmad
12				
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Pekanbaru,
Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Rafika Sa'adah Siregar
 NIM : 21790125723
 PROGRAM : Pasca sarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	02/05/2018 Rabu	The Effect of Using Comic Strips Strategy on Student's Reading Comprehension and Writing Ability at Mts. Nurul Islam Seresam Indragiri Hulu Regency		Arif
2				
3				
4	02/05/2018 Rabu	The Effect of Using Drama on the first Grade Students'self Esteem and Their Speaking Ability at SMK Muhammadiyah 3 Terpadu Pekanbaru		Roslina
5				
6				
7	02/05/2018 Rabu	The Influence of ICT perception on Students' Listening Comprehension and Speaking Ability at Faculty of Engineering in Islamic University of Riau		
8				
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Pekanbaru,
Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar.

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar.

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Rafika Sa'adah Gregar
 NIM :
 PROGRAM : Pascasarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Ahsanu2	The Effect of Using Contextual Teaching		
2	25 Oktober 2017	and learning Students' Reading		
3		Comprehension and Writing Ability In		
4		Recount Text At MAN 2 Pekanbaru		
5	Yolanda.	The Influence of Story Telling Toward		
6	25 Oktober 2017	Students' Listening Skill And learning		
7		Motivation At SMK Farmasi Ikarani		
8	ledda	The Influence of Personality Traits And		
9	25 Oktober 2017	Self Confidence Toward Students'		
10		Speaking Ability At English Education		
11	Juliano	Department of State Islamic University		
12	25 Oktober 2017	of Suska Riau Pekanbaru,		
13		The Influence of Self - Efficacy And		
14		Self Esteem Toward Students' English		
15		Achievement At Sekolah Tinggi Teknologi		
		Dumai		

Pekanbaru, 25 -10 20..17
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar

2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Rafika Sa'adah Gregar
 NIM : 21260125732
 PROGRAM : Pascasarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Senin, 21 Mei 2018	The Use of Listen Read Discussion (LRD) Strategy and Reading Motivation Toward		Hellen
2		The Students Reading Comprehension of Descriptive Text at the First Grade of SMAN		
3		Kampar Kuri Tengah		
4		The Effect of Translation Action Details (TAD) Strategy on Students Writing Ability and Their Anxiety at MTs		Zakiyah
5		Al-manaar Pulu Raja		
6				
7		Analysis Affixation on English Text Book Entitled Pathway to English for		Hizni
8		Senior High School of Tenth Grade Students by Tree Diagram		
9		An Analysis of English Text Book "Pathway to English" Through Bloom's Taxonomy		Melva
10		Empowering Teachers' Performance in Teaching English (A Study A Book of Muriel Saville		
11		Troike "Introducing Second Language Acquisition")		Pitria
12		An Error Analysis on the Use of Conjunction in Sentence (Case study on the Sixth		M. Rafi
13		Semester At English Education Program of STAH Hubbulmathan Duri 2017-2018)		
14		The Implimentation of Jigsaw on Students' Participation and Reading Comp.Th narrative text		Atikah
15		of SMAN 9 Pekanbaru		
		The Effect of Using Mnemonic devices toward		Wirda
		Students' Memorizing in Reading Text at second-		
		Grade MTs N TX Pekanbaru, Hillir Pekanbaru,		

20....
 Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- HB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar tersebut menjadi Peserta Seminar

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor	Keterangan
1.	30 Juni/ 2019 Minggu	Konsultasi awal		
2.	7/8- 2019	Revisi & koreksi Bab I & II		
3.	13/8 - 2019	Revisi koreksi Bab I, II & IV		
4.	28/8-2019	Koreksi & revisi BAB III & IV - Bab I, II, III approved		
5.	11/9-2019	Koran Peta Bab IV		
6.	9/10-2019	Revisi Peta		

Catatan :

*Coret yang tidak perlu

Pekanbaru, 9/10 - 2019

Pembimbing I / Promotor *

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor	Keterangan
1.	02 Juli/ 2019 Selasa	Konsultasi Bab II tentang Research Methodology.		
2.	16 Juli/ 2019 Selasa	Revisi BAB III & Ace, lanjut BAB IV & V		
3.	25 Juli/ 2019 Kamis	Konsultasi BAB IV		
4.	14 Agus- tus/2019 Selasa	Konsultasi/Revisi BAB IV		
5.	21 Agustus /2019	Konsultasi findings a jawaban research question		
6.	27 Agus- tus/2019	Ace untuk sedang muraqabah		

Catatan :

*Coret yang tidak perlu

Pekanbaru, 27-08 - 2019

Pembimbing II / Co Promotor *

CURRICULUM VITAE



PERSONAL INFORMATION

Name : Rafika Sa'adah Siregar
Place of Birth : Padangsidempuan
Date of Birth : August 30th, 1993
Address : Jl. Mustafa Harahap, Kel. Aek Tampang, Padangsidempuan
Phone Number : 0812 6043 6814
E-mail : fikasiregar3@gmail.com
Nationality : Indonesian

EDUCATION BACKGROUND

Thesis Title (S2) : Investigating Pragmatics of Apology Strategy: A Case Study of the Sixth Semester English Education Students at Institut Pendidikan Tapanuli Selatan Padangsidempuan.

Thesis Title (S1) : The Effect of Determining Main Ideas Strategy toward Students' Reading Comprehension at Grade VIII SMP N 5 Padangsidempuan.

2012-2016 : Strata-1 Program Tarbiyah And Teacher Training Faculty English Education Department State Institute For Islamic Studies Padangsidempuan.

2009-2012 : Senior High School 2 Padangsidempuan

2006-2009 : Junior High School Nurul Ilmi Padangsidempuan

2000-2006 : Elementary School 200223 Padangsidempuan

COURSE/ TRAINING PROGRAM

2012-2014 : Member of English Club

2014-2016 : Member of English department student association as a secretary

LANGUAGE SKILLS AND ABILITY

Mother Tongue : Indonesia

Other Language: English

OPERATIONAL SKILLS AND COMPETENCE

2007-2008 : Vice Chairman of OSIS as a Living environment

2011-2012 : Member of OSIS as a ROHIS

2012 : Member of English Club

2014 : Member of English department student association as a secretary

WORK EXPERIENCES

- ✓ Business member of KK (2014)
- ✓ Teacher of SMP N 5 Padangsidempuan, English Practice (PPL) 2016
- ✓ Staff of PT. Cemerlang (2017)
- ✓ Private teacher (2018-2019)